DOCUMENT RESUME

ED 382 299 PS 022 612

TITLE	Hearing on H.R. 6, Elementary and Secondary Education Act Reauthorization. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (Vancouver, Washington, September 18, 1993).
INSTITUTION	Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
REPORT NO	ISBN-0-16-044155-2
PUB DATE	94
NOTE	107p.; Serial No. 103-44. Document contains small type.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Cooperative Programs; Elementary Secondary Education; Employment Qualifications; Hearings; *Partnerships in Education; School Business Relationship; *School Community Relationship
IDENTIFIERS	Congress 103rd; Elementary Secondary Education Act; Reauthorization Legislation; Washington

ABSTRACT

These hearings transcripts record testimony given in Vancouver, Washington, on reauthorization of the Elementary and Secondary Education Act. Ideas were solicited on ways the federal government could support local partnerships between the business and education communities. Prepared statements and transcripts of testimony are presented for the following individuals and organizations: (1) Randy Dorn, State Representative and Chair of the Washington State House Education Committee; (2) the director of Workforce Education and Agency Relations for the Office of the Superintendent of Public Instruction, Olympia, Washington; (3) the director of the Hough Foundation; (4) the chair of Hewlett-Packard's K-12 Steering Committee; (5) the vice-president and editor of "The Columbian"; (6) the Vancouver School District Superintendent of Schools; (7) the manager of Vocational, Technical, and Career Education in the Evergreen School District, Vancouver; (8) a Vancouver mathematics teacher; (9) the president of the Battle Ground School Board; (10) the state executive director of the Citizen's Alliance of Washington; and (11) the resource coordinator for Vocational Education, Vancouver School District. The report concludes with a summary statement describing six competencies employers want future employees to demonstrate: work ethic, character history, people to people skills, thinking skills, communication skills, and mathematical skills. (SM)

ED 382 299

HEARING ON H.R. 6, ELEMENTARY AND SECONDARY EDUCATION ACT REAUTHORIZATION

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HEARING

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES

ONE HUNDRED THIRD CONGRESS

FIRST SESSION

HEARING HELD IN VANCOUVER, WASHINGTON, SEPTEMBER 18, 1993

Serial No. 103–44

Printed for the use of the Committee on Education and Labor

U.S. GOVERNMENT PRINTING OFFICE
78–033 CC WASHINGTON : 1994

For sale by the U.S. Government Printing Office
Superintendent of Documents, Congressional Sales Office, Washington, DC 20402
ISBN 0-16-044155-2

PS 022612

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CONTENTS

	Page
Hearing held in Vancouver, WA, September 18, 1993	1
Statement of:	
Dorn, Hon. Randy, State Representative, K–12 Education Chairman, House of Representatives, Olympia, WA; and Thomas Lopp, Director, Workforce Education & Agency Relations, Office of the Superintendent of Public Instruction, Olympia, WA	5
Parsley, Terry, Manager, Vocational/Technical & Career Education, Evergreen School District, Vancouver, WA; Diane Chase, Math Department Chairperson, Pacific Junior High School, Vancouver, WA; Kathy Rohrer, Administrator for School and Agency Operations, Educational Service District #112, Vancouver, WA; and Jim Fenstermaker, President, Battle Ground School Board, Battle Ground, WA	72
Rutherford, Marian, Executive Director, Hough Foundation, Vancouver, WA; Buck Heidrick, Chair, K–12 Education Steering Committee, Technology Acquisition & Development Manager, Hewlett-Packard, Battle Ground, WA; Tom Koenninger, Vice-President and Editor, The Columbian, Vancouver, WA; and Jim Parsley, Superintendent of Vancouver Public Schools, Vancouver, WA	22
Prepared statements, letters, supplemental materials, et cetera:	
Carpenter, Dr. Jill L., Resource Coordinator for Vocational and Career Education, Vancouver School District, Vancouver, WA, prepared statement of	98
Chase, Diane, Math Department Chairperson, Pacific Junior High School, Vancouver, WA, prepared statement of	77
Additional material submitted for the record by	100
Dorn, Hon. Randy, State Representative, K–12 Education Chairman, House of Representatives, Olympia, WA, prepared statement of	10
Fenstermaker, Jim, President, Battle Ground School Board, Battle Ground, WA, prepared statement of	89
Heidrick, Buck, Chair, K–12 Education Steering Committee, Technology Acquisition & Development Manager, Hewlett-Packard, Battle Ground, WA, prepared statement of	32
Koenninger, Tom, Vice-President and Editor, The Columbian, Vancouver, WA, prepared statement of	37
Larimer, Robert R. Jr., State Executive Director, Citizen's Alliance of Washington, prepared statement of	98
Lopp, Thomas, Director, Workforce Education & Agency Relations, Office of the Superintendent of Public Instruction, Olympia, WA, prepared statement of	16
Parsley, James, Superintendent of Vancouver Public Schools, Vancouver, WA, prepared statement of	61
Parsley, Terry, Manager, Vocational/Technical & Career Education, Evergreen School District, Vancouver, WA, prepared statement of	74
Rohrer, Kathy, Administrator for School and Agency Operations, Educational Service District #112, Vancouver, WA, prepared statement of	81
Rutherford, Marian, Executive Director, Hough Foundation, Vancouver, WA, prepared statement of	25
Unsoeld, Hon. Jolene, a Representative in Congress from the State of Washington, prepared statement of	3

HEARING ON H.R. 6, ELEMENTARY AND SECONDARY EDUCATION ACT REAUTHORIZATION

SATURDAY, SEPTEMBER 18, 1993

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Vancouver, WA.

The subcommittee met, pursuant to notice, at 1:05 p.m., at Council Chambers, 210 East 13th Street, Vancouver, Washington, Hon. Jolene Unsoeld, presiding.

Members present: Representatives Unsoeld and English.

Staff present: Margaret Kajeckas, Diane Stark, Keely Varvel, Karen Anderson, Lydia Louie, and Donna Levin.

Mrs. UNSOELD. Good afternoon. I am privileged to call to order an official hearing of the Subcommittee on Elementary, Secondary, and Vocational Education of the Education and Labor Committee of the U.S. House of Representatives on the reauthorization of the Elementary and Secondary Education Act.

I really want to welcome you here today. That drive down from Olympia—this must be one of the few absolutely perfect Saturdays we have had. So, I do thank you for being here.

I want to introduce to you my colleague, Karan English, from Arizona. As I am, Karan is a former State legislator, and we share many education-related interests.

She has been an outspoken advocate for Native American education issues, Impact Aid funding, and bilingual education, and Karan is particularly interested in the emerging concept of environmental education.

I also want to welcome our witnesses, who took the time out of their busy schedules and have more to do before they are through today. Randy will be catching a plane shortly.

Congresswoman English and I are here today anxious to learn from all of you. We know that the programs that make up the Elementary and Secondary Education Act are both diverse and complex, and we are looking forward to your expertise for help with this reauthorization. In particular, we are interested in your ideas about how the Federal Government can be more supportive of local businesses and schools working together.

I am an eternal optimist, but it is easy to get discouraged and dismayed by many of the issues we face with K–12 education today.

Students from other countries are outperforming ours in math and science. Studies show that four out of every five Americans currently in prison are high school dropouts, and every day, a new wave of crime and violence seems to wash over our society.

Many of our Nation's youth do not have the grounding to be part of a cooperative society, and our society's major institutions have not been much help.

Our young people, all too often, come to school not only unprepared to learn but without a sense of discipline or responsibility.

At the same time, I firmly believe that no problem is without solutions. However, in this era of rising deficits and increasing pressure to cut government spending, attacking these problems requires us to arrive at more creative solutions than we have so far to date.

I believe we have to solve these problems via partnerships, rather than through more Federal spending, and one partnership that I do not believe we have explored nearly enough is that partnership between the business community and the education community.

Partly due to misplaced priorities and partly due to the reality of tight budgets, Federal funding for education has declined dramatically over the last 12 years. That is primarily in the form of less assistance to students pursuing additional education beyond K–12.

It is time for us to look at other methods of providing much-needed services to our elementary and secondary school students.

In 1991, the Committee for Economic Development, which is a non-profit, independent organization, a pretty conservative one, made up of 250 CEOs of major U.S. corporations, university presidents, and some educators, identified a high-quality education as the single most important investment that we can make in our Nation's future. I agree wholeheartedly.

I believe we can and must encourage local businesses and employers to take a more active role in pushing for innovation and creativity in our schools and helping to change public opinion so that teachers can be freed up to be creative and to do what they do best, teaching.

In southwest Washington and across Washington and Oregon, many local businesses, some of whom we will hear from today, have begun teaming up with our local schools. From internship opportunities to mentoring programs to equipment donations, businesses are realizing that it is more economical to help improve K–12 education now than it is to spend money having to train or retrain employees in the future who do not have some of the basic skills that businesses need. But we need to encourage businesses to do more.

First, we must invest more in early childhood education, so that all of our children come to school ready to learn. Currently, we estimate a figure of about 40 percent who are not prepared to start to learn when they show up at school for the first time.

We need top-quality child care for children of all ages, as well as strong early childhood programs, with well-trained, well-paid teachers. At the same time, we must also make certain that older learners are not ignored.

A recent study that was released by the Department of Education indicates that nearly half of our adult population in the United States are functioning at the very lowest levels of literacy. This is unacceptable. We have got to figure out how to ensure that all Americans have the basic skills that they need.

I would like now to call on Karan to make an opening statement, and again, say how pleased I am that she is here to join us.

Karan?

[The prepared statement of Hon. Jolene Unsoeld follows:]

STATEMENT OF HON. JOLENE UNSOELD, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF WASHINGTON

Good afternoon. I hereby call to order an official hearing of the Subcommittee on Elementary, Secondary, and Vocational Education of the Education and Labor Committee on the reauthorization of the Elementary and Secondary Education Act.

I would like to welcome everyone here today, and introduce to you my colleague from the Education and Labor Committee—Congresswoman Karan English from Arizona. Like myself, Karan is a former State legislator, and we share many education-related interests. She has been an outspoken advocate for Native American education issues, Impact Aid funding, and bilingual education. And Karan is particularly interested in the emerging concept of environmental education.

I would also like to extend a welcome to our witnesses who took time out of their busy schedules to come and to share their experiences with us, especially on a Saturday afternoon! Ms. English and I are here today anxious to learn from you. We know that the programs that make up the Elementary and Secondary Education Act are both diverse and complex, and we are looking to your expertise for help with the reauthorization. In particular, we are interested in your ideas about how the Federal Government can be more supportive of local businesses and schools working together.

I'm an eternal optimist, but it is easy to get discouraged and dismayed by many of the issues we face in K–12 education today. Students from other countries are outperforming ours in math and science. Studies show that four out of every five Americans currently in prison are high school dropouts. And every day, a new wave of crime and violence seems to wash over our society. Many of our Nation's youth don't have the grounding to be part of a cooperative society, and our society's major institutions haven't been much help. Our young people all too often come to school not only unprepared to learn, but without a sense of discipline or responsibility.

At the same time, I firmly believe that no problem is without solutions. However, in this era of rising deficits and increasing pressure to cut government spending, attacking these problems requires us to arrive at more creative solutions than we have to date. I believe we have to solve these problems via partnerships, rather than through more Federal spending. And one partnership that I don't believe we have explored nearly enough is the partnership between the business community and the educational community. Partly due to misplaced priorities and partly due to the reality of tight budgets, Federal funding for education has declined dramatically over the past 12 years. It is time for us to look at other methods of providing much-needed services to our elementary and secondary school students.

In 1991, the Committee for Economic Development—a non-profit, independent organization of 250 business executives, university presidents, and educators—identified a high-quality education as the single most important economic investment that we can make in our Nation's future. I agree wholeheartedly. I believe we must encourage local businesses and employers to take a more active role in pushing for innovation and creativity in our schools.

In southwest Washington and across Washington and Oregon, many local businesses—some of whom we will hear from today—have begun teaming up with our local schools. From internship opportunities to mentoring programs to equipment donations, businesses are realizing that it's more economical to help improve K–12 education now than it is to spend money having to train employees in the future who don't have the basic skills that businesses need.

But we need to encourage businesses to do more. First, we must invest more in early childhood education, so that all of our children come to school ready to learn. We need top-quality child care for children of all ages as well as strong early childhood programs with well-trained, well-paid teachers.

At the same time, we must also make certain that older learners are not ignored. A recent study released by the Department of Education indicates that nearly half

of all adults in the U.S. are functioning at the lowest levels of literacy! This is unacceptable. We've got to figure out how to ensure that all Americans have the basic skills that they need. We have here today a group of uniquely qualified witnesses who will tell us about their experiences in working with and promoting business-education partnerships. It is my hope that their expertise will help us actively encourage and support these relationships for the benefit of all.

Ms. ENGLISH. Thank you very much. You have made a wonderful opening statement, capturing most of my own thoughts and concerns. So, I will keep my statement rather brief, in hopes of hearing from the panel, and saving more time for questions.

First of all, thank you very much for the invitation to be here today. It is unfortunate that this is the most beautiful Saturday you have had in a long time. I thought this was normal, this having been my first Saturday here. It is absolutely a beautiful day, and I thought this probably was the routine.

I want to welcome the guests that have taken the time to speak to us today, on a Saturday. It is generally difficult in Arizona—and I suspect here, also—to especially get business people involved in a hearing on a Saturday, when it is a well-deserved day off. So, I appreciate your time, and I appreciate your time for coming and hearing the testimony today, and I want to tell you how excited I am to be here.

I think what is taking place in this Nation today is a result of the change the public demanded last year so vociferously, and that is developing the lines of communication and new partnerships that are badly needed in this Nation. So, I am particularly pleased to be part of this hearing and to be part of developing those new relationships.

There is great value to the experience and expertise of the business arena, and there is great value in reinvesting in our education. It can only lead to prosperity in the future and a greater prosperity for our children.

So, it is my honor to be here today. It is my honor to hear your testimony, and I look forward to asking questions. Thank you very much.

Mrs. UNSOELD. Now, for any of you, in the course of this, who get a burning desire to want to speak, unlike some of the hearings that local government conducts in the State legislature, these Federal hearings have a set list of witnesses, but do not despair.

The official record will be held open for two weeks, and anyone wishing to submit something to that record will have it included in these official hearings.

What makes this possible for us today is a wonderful staff that works for the public and works for us, and I would like to introduce them: Margaret Kajeckas, who is from the subcommittee staff—she works for the Chairman of the subcommittee—and Diane Stark, who is with the full Committee on Education and Labor.

I would also like to introduce Alan Lester of Harris Reporting, who makes it possible for us to keep everybody's remarks straight and makes sure that we do, indeed, put together a record that is going to stand us in good stead for the future.

I would also like to point out that we have changed the agenda, if any of you picked it up over there. If education cannot be flexible, we are doomed. So, we have the challenge to do so today, because

one of our panelists that I had placed on the third panel has to catch a plane.

So, we have revised everything, and we will start out with State Representative Randy Dorn, who chairs the Education Committee in the State legislature, is heavily involved with the passage of Washington State's school reform bill and the establishment of a State-level Commission on Student Learning, as well as a school-to-work transition bill.

His testimony—well, I will let you say what your testimony is going to do. Randy?

STATEMENTS OF STATE REPRESENTATIVE RANDY DORN, K–12 EDUCATION CHAIRMAN, HOUSE OF REPRESENTATIVES, OLYMPIA, WA; AND THOMAS LOPP, DIRECTOR, WORKFORCE EDUCATION & AGENCY RELATIONS, OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, OLYMPIA, WA

Mr. DORN. Thank you, Madam Chairwoman and Representative English. I appreciate being here today.

I would just like people to know a little bit about my background, very shortly.

I have been a high school principal for seven years, an elementary principal for four years. I was in a multi-grade elementary school last year, multi-level, and also last year, at this time, in September, my job was teaching first and second grade. So, I have not missed on many elements of education.

I have three sons, 19, 14, and 11, and a wife that is a sixth-grade teacher.

With that, what I would like people to do is stand up and face that wall over there, just stand up. What I would like you to do is face that wall and put your hands on the partner in front of you.

Actually, put your books down, you know, your purses down and stuff, face the wall right there, and to the music of the William Tell Overture, we are going to do a back rub, real quick. Ready? Go.

Turn around, do it to the other person, okay?

Okay. You can sit down. Okay.

We are in an era of new education. The idea of getting people ready to learn is one of the ideas in restructuring of education. We have allowed students to come to us unprepared and not ready to learn.

I think that the element of preschool education and starting at the early ages is most essential to get students ready to learn and parents ready to learn and getting people—once we have them in class, let us not unprepare them and make things so boring that the oxygen does not get to the brain and that they cannot learn, and that is why we have to change to a more applied type of education instead of the theoretical education that we have had in the past.

I will very quickly go over a number of elements, and I will speak at a very high rate of speed to get in everything I need to say.

The first thing, why did we do restructuring? It was to rethink what we want students to be able to do, what they should know and what they should be able to do, to be able to show us what they can do.

A perfect example of that is that, when we do a national test score and we say we are going to test you on spelling, on those national tests do we actually spell a word? The answer is no.

What we do is we proofread. We get a choice of four words, which one is spelled correctly, and we pick it out, and we proofread. So, is that test really testing for spelling, or is it testing for proofreading? So, we are trying to identify exactly what students should know, and then they must perform that skill.

The partnership involved was with business, but also, every time that I hear somebody say—and I am not patting your hand and saying no, do not do that, but also labor. It is a partnership with also—when we say business or a partnership between education and business, that we have to add labor, the labor unions, the apprenticeship programs that we want to expand upon, has to be negotiated with and sat down and thought out with the labor unions, also, so that we can expand into all areas and fields.

We have handed out some booklets, and we have very large booklets on our restructuring package and what we are doing on career paths and school-to-work transition. You will have those and what all the elements, but really we have four goals in this State.

The first two goals should bother no one. We are going to have students read with comprehension, write with skill, communicate effectively in all areas, and that means technology, too.

The next one is know the core areas, which would be the sciences, civics, history, geography, arts, health, fitness. Nobody should get too excited about that. We want that at high standards, high skills, raise the bar up.

The third one, though, is think analytically. What we have provided usually is a teacher standing in front of the classroom and said here is the knowledge, now I want you to remember this knowledge, recite it back to me. How much thinking was really created in that classroom? Not much. It was just reciting the knowledge.

The unfortunate or fortunate thing for us today is that we cannot teach all the knowledge. There is so much information out there that no one teacher can have all the knowledge.

So, what we have had to start teaching is students to have access to these things right here, learn how to access technology and information, be able to use that information, be able to evaluate that information and put it into use.

So, one of the main emphases of the new education model is that you must teach students how to access information and then how to be able to evaluate it and how to use it.

The fourth goal, though, is where I think this State has yet to even react to our new bill. Tom Lopp will talk about that, but the fourth goal is understand the importance of work and how performance effort decisions directly affect future career and educational opportunities.

That is a dramatic difference than any other restructuring bill I have seen in the United States, that we have taken on the idea of school-to-work transition, and we have looked at it, and how are we going to put it into place, and most people will feel like, oh, high schools will be able to do that. Sorry, folks. We are not just talking about high school.

We are talking K through 12, how do we focus students in their learning, and how does it relate to what they are going to do in their future and their future careers, and also, it has got to be focused on parents, because if you go to an eighth-grade orientation on going to high school, what is your dream for your students, your sons and daughters? It is going to a four-year college and getting a four-year college degree.

That is a false hope for success in the United States today. A four-year college degree only means that you are going to be educated. It does not mean you have access to a high-paying job.

What we are finding is college graduates are going back to school in this State and getting a technical skill so they can be employed.

I am not saying that you should not get an education or a four-year degree. That is very important to have an educated society, a highly-educated society, but to be employed in the new workforce that we are seeing, you are going to need a technical skill, and that is very important.

Two-year degree technical skills will have the same earning power in six years as a four-year degree. That is what statistics show, but it is a key to say that that is a K–12 situation as far as a work goal.

That is extremely important, and it is a goal for parents to understand that, to be successful, you are going to have a technical skill.

Some of the educational issues that we have done in this State is an equivalency bill, which no other State, I believe, has, and we have courses called applied physics, applied communication, applied technology, where you are doing an integration of academic and vocational courses, and because we put vocational on it, four-year colleges say, oh, we cannot accept that as a lab science. Applied physics? Oh, no. We cannot accept that.

Yet, MIT accepts it and Cal Tech accepts it, but in the State of Washington, the University of Washington said no, we cannot accept it.

So, those courses, we eliminated the college-bound student having an applied course, and they were saying, well, our physics kids need that theoretical. We said, well, not every student in high school is going to be a physics student at the University of Washington. We might have an elementary teacher where that applied course works perfectly for them.

We finally passed a bill and urged and encouraged—and we got it in place and we have a mechanism now where we can use those courses and they are integrated and they are equivalencies to college preparatory classes and prerequisite classes to get into our universities.

So, it expanded our base and moved students up, and then they have more options to go into universities, because they find out in their junior year, hey I can do this, because they're in an applied course.

We have the tech-prep program, which you people have greatly—we have had the funding from the Carl Perkins Act that you have funded that we have in place here in the State of Washington.

We have 31 locations, and there are some running very well, where we have the integration courses between the last two years

in your high school career to the technical college or community college, and they are getting credit in the high school, and that is giving students more options.

What we are talking about in the restructuring is that the education just does not happen in those four walls in the high school, that we are going to have to open doors in business and in labor and in our communities, and we are going to have to move students out into those classrooms in the businesses and expand the classroom into businesses and also allow businesses into our classrooms.

The Workforce Training and Education Coordinating Board is to coordinate our training. They are to be the coordination board between business, labor, our technical colleges, community colleges, four-year universities, and K–12.

That, I believe, is just stepping forward to take their leadership role in that area. We have been part of an NCSL group.

There are five States, Washington being the only one west of the Mississippi that is involved in that group, and we are looking at how we produce a common structure for business, labor, and the education world to come together for our training dollars.

In our State, we have 63 different programs in 13 different agencies that have money appropriated for job training and retraining, and so, how do we coordinate that? That is what this board is trying to do amongst those three pieces of the stool, the three legs of the stool.

Academic and vocational integration: We had a bill in the State of Washington that we had—it is still mind-boggling to me that, three years, we had to beg—and when I say "we," it is usually Tom and I and his wife, Kathy, out there that we begged for time at House Education Committee—I was not the chair at that time or we would not have had to beg so much—one hour to commit to school-to-work transition, and we got $98,000, and we put out proposals on how to change your school and look at these elements, and the elements are in House Bill 2359, but I can tell you, out of that, we had four awards, Camas High School being one that has career paths, Lake Roosevelt on the east side of the State that is an A school, small school, and we had Central Valley in Spokane and Bethel School District on the west side, but they now have produced—and their structure of education is not separated into core areas, but their structure of education is in six career paths, general paths, and if you take an English class, you have projects that allow you to look into your career opportunities and your career path.

It is exciting, and we also have—one of our sites that is not part of the project, of those four sites, is Mount Tacoma High School, but they went on their own. They did a project, but they were not selected, but they went on their own, and they still did it.

So, you can do it without the extra money, but it is a lot of effort and a lot of time, and time is the element that we really desperately need for planning in education, is to change the ship, and I use a car for an example when I say change the ship.

I went and ate at this little burger place down the road, across the street, and I looked at that car, and you know what? It can get

on our roads. It can get on our roads. It is okay, it runs, it is functional, but you know what?

I am still not beating down your hands, but you know what? If I made this brand new this year, I could not put it on the market. You know why? Because this pollutes, it does not get good enough gas mileage, it is not safe enough, it does not have seat belts, it does not have an air bag, it does not have anti-lock brakes that people are demanding because they want to stop quick enough.

There are lots of elements of this car that, although it is functional and works and can get me back and forth, it really is outdated and outmoded, and that is kind of our educational system right now.

It is still functional, and it does work for some people, but the way our society is changing and changing so fast and so dramatically, it really, when you look at it, must be redesigned, and the dollars—actually, think about it.

I can go out and buy a brand new car that met all those standards that I told about, and I would pay about $10,000 for it. If I went and bought a well-conditioned 1955 Chevy, it would cost me $20,000. So, I do believe you can redesign something and it can be cheaper or at least the same amount of money that we are putting in today, and it can be even more functional.

The last couple of things that I would like to talk about—and I am going quickly—is that to involve big business, I think, is easy, seriously. They have the money to put into it.

I went back to Washington, DC, for the first time in my life, and I spoke to the National Alliance of Businesses, I spoke to the National Roundtable, and there are all the big CEOs of big companies, but I am telling you, that is not where it is at.

If you want to do work-based learning and you are going to place students on the job for job shadowing or work-based learning and you are actually going to pay them, I am telling you, I do not have big businesses in my community.

I have small businesses, with 8 or 10 employees or 4 or 5 employees, and to get the basic values and skills, appropriate attire to wear in the workplace, appropriate skills of honesty, integrity, customer service, those kinds of things that small businesses can teach, you, meaning the Federal Government, I believe, is going to have to give some kinds of incentives, and it may be simple.

It may be rewards where you honor people that are doing an excellent job, and they get recognition, they get free advertisement, and you show up at their business, and it may be with tax incentives. I do not know.

I do not think it is going to have to be the old traditional things, giving them money and incentives. I think it is going to have to be different things that you give them that empower them to feel important, that they are making a difference in the education of young people.

Do not leave out labor when we say we need partnerships with business. Do not leave out parents, their old idea that a four-year degree is a success. In other countries, the value of a technical degree is on the same level as a college degree.

The ATM machines, the automated bank teller machines, starting wage $62,000 a year to repair and install those machines. It does not take a college degree. It takes a two-year technical degree.

I have a freshman in college. I told him to look into it closely. It is a repair person that never gets greasy. So, it is a very high technical degree.

Do not leave out elementary schools when we talk about that relationship with businesses. It is not just in the high end of the high school. It is in the middle school where we have to have those people in the schools and talking.

I have a brochure, a tech-prep brochure. It gives a whole list of simple ways for businesses, how can you help tech-prep, and it gives a simple list of very simple ways that they could promote their ideas and what you need in the business world for employees.

With that, I think I will make my last statement. Remember the remote places, though. Remember the remote places. When I say nowhere, I am not talking about my State so much. I am talking about Alaska and Montana, where they may only have 35 kids in their whole system.

So, I believe telecommunications is going to be extremely important, and in this State, we have the STAR program and the STEPS program that goes to those remote schools, so they can provide even a more enriched type of program, and they can have access to the careers.

So, with that, I am going to turn it over to Tom, who has been unbelievably helpful from the Superintendent of Public Instruction Office in providing assistance and research, but those are just a few elements that we are doing in the State, and I believe this State is very much in the forefront of making a difference in this issue.

Thank you very much.

[The prepared statement of Mr. Dorn follows:]

STATEMENT OF HON. RANDY DORN, STATE REPRESENTATIVE, WASHINGTON

Madam Chairwoman and Representative English, as Chair of the Washington State House Education Committee, I would like to thank you for giving me this opportunity to appear before the House Education and Labor Subcommittee on Elementary, Secondary, and Vocational Education.

I would like to begin my remarks by giving you some background on education reform efforts in Washington State, including the effective participation of business in that effort.

Further, I would like to outline my belief that school-to-work transition efforts in Washington State are, and must continue to be an integral component of improving our schools—so they can serve all students, not just the college bound. As an added benefit, school-to-work transition programs are the most logical point of interest and access for local businesses to become involved in restructuring efforts at the local level.

Education Reform in Washington State

In 1993, Washington State enacted comprehensive education reform that begins the process of raising the learning standards for students; developing new means of assessment based on student demonstration of what they know and are able to do; designing a new Certificate of Mastery for high school students; and, emphasizing improved school-to-work transitions.

The overriding premise for education reform in Washington State is a commitment to rethink what students must know and be able to do in order to succeed in life and at work in the 21st century.

Business was, and is, an active and effective partner in these State efforts that began in 1991, received legislative approval with the Education Reform Act of 1992, and received final commitment to resources and support structures in the Performance-based Education Act of 1993.

Business was strongly represented on the Governor's Council on Education Reform and Funding (GCERF) which developed recommendations for the 1993 Act. Frank Shrontz, CEO of the Boeing Company, David Clark, a Spokane businessman, and Sally Narodick, CEO of Edmark Corporation, all were effective members of the 21-person Governor's Council

Additionally, the Washington Business Roundtable was a key supporter of education reform in our State as it moved successfully through the legislative process in 1992 and 1993.

I believe that the key to Washington businesses' strong support and involvement in State education reform efforts was due to the fact that business was given a voice in the legislative process from the very beginning. In past efforts, we have often been guilty of creating programs at the State level and then asking business for support and resources after the fact. Often this is a bill of goods in which business has no interest.

Business will continue to play a significant role as the new Commission on Student Learning begins the work of defining essential learning requirements—the skills and knowledge that students must master in order to succeed.

As our education restructuring efforts now move to the phase where local control and development of the reform plan is in the forefront, we must encourage and assist local schools to follow a similar format of trusting local businesses to be an active partner in designing new schools from the very beginning.

One of the four broad goals of State education policy, adopted by the 1993 Act, will ensure that students "understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities." This language, as well as references to the new school-to-work transitions program ensures that school-to-work transitions will be a vital component of local education efforts.

School-to-Work Transitions in Washington State

The 1993 Legislature demonstrated a strong commitment to making improved school-to-work transitions a centerpiece of education reform efforts. We know that less than 25 percent of students will go on to receive a four-year college degree. Yet, most of our high school programs are designed almost entirely to meet the educational needs of these students.

Seventy percent of the jobs of the future will not require a college degree, but they will require a higher level of skills and technical knowledge. Our schools must do a far better job of preparing this "forgotten majority" to succeed in the workforce and to prosper economically in the 21st century. In Washington State, we have begun efforts to design a long-term plan for school-to-work transitions that is interdependent with education reform efforts.

Local businesses must contribute to these efforts to reshape the way our high school programs make coursework more relevant and applicable to the real world. Without the input of business, educators founder as they attempt to prepare students for a workforce that will rely on rapidly changing skills and knowledge.

I would now like to highlight some of the major steps that the Legislature, often in conjunction with business, has taken to improve school-to-work transitions in our State.

Higher Education: Recognizing Applied Academics (H.B. 1936)

Colleges' and universities' entrance requirements must reflect the changing nature of our high schools. Students who pursue technical and vocational skills through applied academics coursework must be confident that their work will be recognized by college boards.

Perhaps the biggest roadblock to changing the look of our high schools, is the constricting nature of college admission standards. If high schools are to serve the non-college bound students, they must no longer conform their program to the demands of college admission boards.

In 1991, the Washington Legislature passed H.B. 1936 which resulted in radical changes in college admission policies. High schools now have the authority to determine coursework equivalences for applied academic instruction. High school administrators can give students the option of counting vocational education courses to-

ward meeting basic entrance requirements. This also gives high schools more ability to utilize integrated courses without hindering students' college options.

More than 60 school districts in Washington offer courses in applied technology that combine principles of physics with the study of electronics and engineering. Before the adoption of these new guidelines, students were not able to apply these credits to meet university admission requirements in laboratory sciences.

These efforts will do a great deal to end the separate tracking of "vocational" and "academic" students and will give "vocational" students the ability to pursue a four-year college degree. Students with vague college ambition can now take courses to prepare them simultaneously for the world of work and for college.

Business has been an effective partner, if not the initiator, of these efforts to move colleges to recognize "hands-on" experience. The Boeing Company has provided funding grants to more than 40 Washington high schools to implement applied academic courses. The Boeing program has provided more than $2 million for internships and laboratory equipment for applied technology courses in high schools around Washington State.

Business has recognized the direct link between coursework that is relevant and applicable to the real world and the development of a highly skilled workforce.

Tech Prep

The Federal "Tech Prep" program, funded through the Carl Perkins Act, has awarded sites to 31 locations at Washington State Technical and Community Colleges.

Tech Prep prepares students for occupations beyond entry level in high-growth fields. Tech Prep programs are developed jointly by high schools, technical and community colleges, and State-approved apprenticeship programs.

Washington State University and three regional colleges are now also participating in the extension of Tech Prep to lead to a four-year degree if the student so chooses. This will help to complete the final segment of the "2 plus 2 plus 2" program.

In Washington, 31 of 32 colleges and more than 130 high schools are involved in a Tech Prep program.

Boeing also has initiated a model program which this year provides 25 high school students with a summer work-based learning experience in manufacturing technology. This valuable work experience relates directly to coursework in applied academics and principles of technology taken by the students the previous year. Boeing plans to expand the program to include between 75 to 125 students next summer.

Workforce Training and Education

The 1991 Legislature created the Workforce Training and Education Coordinating Board as the central policy planning agency for workforce training. Business, Labor, and Education all have a prominent role in this board.

The Training Board's major responsibility—development of the first ever State comprehensive plan for workforce development—is scheduled for completion by 1994.

The 1991 legislation also moved the K–12 Vocational Technical Institutes into the community college system.

The 1993 Legislature funded 5,000 additional enrollment slots for displaced workers at community colleges. H.B. 1988 utilized an innovative approach to leveraging the unemployment insurance trust fund to fund this much-needed training for displaced workers. The Workforce Training Board is now in the process of coordinating the first year of this innovative training program.

Academic and Vocational Integration (H.B. 2359)

In 1992, the Legislature passed the Academic and Vocational Integration Grant Program. The law, along with $98,000 in funding encouraged high schools to combine academic and vocational education into a single curriculum.

Despite the small amount of funding, 35 high schools applied for integration grants.

Four high schools are operating programs today. The programs emphasize intensive career and educational counseling from day one of a student's high school experience.

Students choose a "major" that prepares them simultaneously for a career area and for entrance into a college or university.

I have included an options package from Bethel High School to show you how one of our most innovative programs has redesigned its program to meet the needs of all students—the college bound and those who intend to transition to workforce after high school or after two years of technical training.

School-to-Work Transitions (H.B. 1820)

In 1993, Washington expanded the academic and vocational integration program, renaming it the "School-to-Work Transitions" program.

The 1993–1995 budget includes $1.8 million in funding to award model transitions projects to high schools.

The new program provides incentives for high schools to:

- Provide each student with a choice of flexible educational pathways based on the student's career interest area.
- Form partnerships with employers and employees to incorporate worksites as part of work-based learning.
- Integration of academic, vocational and technical education.

The legislation also added incentives for collaboration to help build a seamless school system:

- Priority is given to high schools that work with middle schools and junior highs to improve students' career awareness and to prepare them for school transitions, and for educational pathway decisions.
- High schools that work with a tech prep site or that have articulation agreements with a technical college are given funding priority.
- Grants will also be awarded to universities to prepare teachers to develop integrated curriculum and to improve educators' technical skills and knowledge.

In our school-to-work transition efforts, we have recognized that participation by local businesses is essential to designing programs that prepare students for future workforce needs. Schools must form working partnerships with local employers and employees in designing the restructuring plans and in utilizing the work site as a learning experience.

Another innovative program, is the Pacific Northwest Star Schools Partnership. From funds provided by the Federal Satellite Telecommunications Educational Program (STEP), Educational Service District 101 in Spokane operates a satellite education program, in conjunction with four other States. Live satellite broadcasts are beamed to students. One particular satellite class helps prepare middle and junior high school students for potential career options in occupational fields related to math, science, and technology.

This program could be greatly improved if funding were provided on a five-year schedule instead of the current one-year operation grants.

Conclusions

As I mentioned earlier, I believe that the key to effective business participation in education is encouraging and allowing business representatives to have a "seat at the table" throughout the planning and implementation process of education reform.

This will become even more critical as education reform in our State is developed locally on a school by school basis.

Additionally, I believe that we must take a strong look at creating more incentives for businesses—especially small businesses—to participate in work-based learning or job shadowing programs. Often for a small business, financial and time constraints make it nearly impossible to give students an opportunity to work for the business in a program directly linked with school. We must look strongly at tax incentives or funding incentives to encourage small business to participate in work-based learning programs.

Much work needs to be done to build trust and cooperation between educators, business, and labor representatives. Despite the models of successful partnerships that I have outlined, education and business still often view the other with a skeptical eye. The innovative programs have demonstrated that through partnerships that are initiated at the beginning of an effort, successful outcomes that help students can be achieved.

Thank you again for allowing me this opportunity to address your committee. I look forward to working with you in the future to help build schools that meet the needs of all children.

Mrs. UNSOELD. Thank you, Randy.

Mr. Lopp is the Director of Workforce Education and Agency Relations in the Office of the Superintendent of Public Instruction, has been very involved for a long time with both school reform and school-to-work transition at the State agency level.

We have met in my DC office through his involvement with the Washington Vocational Association. He is a former vocational education teacher at the high school and community college level and is very involved with major vocational education associations at all levels, and he has also volunteered with the North Thurston School District and the PTA at both the local school and State levels.

Mr. LOPP. Thank you. If you want to commit suicide, you follow Representative Dorn, a tough act to follow.

Madam Chairman and Representative English, as a representative of the Washington State Office of the Superintendent of Public Instruction, OSPI, I am honored to testify before this hearing of the House Education and Labor Subcommittee on the Elementary, Secondary, and Vocational Education Act.

Representative Unsoeld, coming from your district, I am pleased that Congress is hearing witnesses from the area on this important reauthorization of the Elementary and Secondary Education Act.

I am Tom Lopp, Director of School-to-Work for OSPI. Representative Dorn, Superintendent Billings, and I have worked closely on the State education reform and school-to-work transition legislation.

These efforts are examples of the emerging systemic nature of the education enterprise. It is increasingly clear that the national stake in education is most evident in the realm of economic development, employment, and productivity.

No longer is vocational education or training the exclusive domain of a categorical State or Federal education program. Our K–12 system is now called on to prepare students for productive lives, high skill/high wage jobs, and to ensure a smoother school-to-work transition.

Whether formalized or not, business and education are partners. Certainly, each child is the beneficiary of our public education system, at its best preparing citizens to continue learning for a lifetime, but increasingly, the language of our efforts is effused with phrases like "preparing a productive workforce" and "meeting the challenges of a global economy." These words make clear the mutual interests of business and education in the success of our schools.

In the best of all worlds, every company in every community would somehow be connected to our schools, investing time, energy, and human and capital resources to their betterment. Certainly, this would be in the interest of our children. Ultimately, the returns would belong to business.

Many companies in our State have risen to the challenge of productive partnership with their local schools. The Boeing Company, for example, has provided support for applied academic courses through direct grants to school districts.

Boeing also provides paid summer internships for teachers, as well as for at-risk students. I have included with my testimony literature titled "The Boeing Connection" that highlights Boeing's alliance with schools.

Tidyman's Food Corporation has also provided a model for business involvement in the schools. Each year students build a home with supplies purchased by Tidyman's, with instruction from contractors arranged for by the company. Profits from the sale of the home are used for purchasing the lot for the next year's home-building.

In addition, Tidyman's provides technical assistance to junior high school students, helping them start and operate their own "small businesses" during the school year. They also open up their doors for job shadowing.

In your district, the Vancouver School District has a program titled "Off Campus Learning Opportunities," which uses job shadowing, mentorships, community service learning, student apprenticeships, and cooperative education to link up students and businesses. I have included a brochure for your review.

My written testimony includes dozens of other examples.

We can learn from existing programs. Our vocational and technical education cooperative programs are a model of what is working statewide. These programs require joint agreements signed by the participating student, parent, employer, and school. The agreements are a part of the student's formal education plan. The resulting experiences have helped students successfully transition from school to the workplace and beyond to further education and training.

The Carl D. Perkins Act of 1990 injected new initiatives and requirements for the integration of the vocational and academic curriculum. To assist in implementing this new law, we created four model projects that Representative Dorn spoke to you about.

Fundamental to the success of each of these models is the requirement that all teachers—all teachers—improve access to business and industry within their communities. That is, each teacher must improve their curriculum by tying it to the work world.

For some teachers, the classroom is the only workplace they have known, and they find it difficult to work with businesses. Staff development is essential to accomplish the effective link-up of business and education.

The reauthorization of the Elementary and Secondary Act provides a perfect opportunity to round out and complement the move to integrate the vocational and academic curricula incorporated in the Perkins Act.

In addition, the Elementary and Secondary Act should be coordinated with or include the basic components of the School-to-Work Opportunities Act of 1993. The basic components which relate to business are work-based learning, school-based learning, and connecting activities.

Finally, Madam Chairwoman, I would be remiss if I did not address resources.

Businesses, successful businesses in particular, are frequently called upon to provide funding for the supplementary activities of their local schools.

The share of the Federal budget committed to education has declined over the past 12 years, while the challenges and expectations faced by the Nation's schools have expanded. Success will depend

on the commitment of resources, both capital and human, to meet these challenges.

The Washington reform initiative has demonstrated that the education community is willing to "reinvent" itself, to think and do in new ways, just as successful businesses have done through time. We can only prevail in these endeavors with ongoing, direct support and involvement of political and business leaders like you represented here today.

Thank you.

[The prepared statement of Mr. Lopp follows:]

STATEMENT OF THOMAS LOPP, DIRECTOR, SCHOOL-TO-WORK TRANSITIONS, WASHINGTON STATE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

Madam Chairwoman and Representative English, as a representative of the Washington State Office of the Superintendent of Public Instruction (OSPI), I am honored to testify before this hearing of the House Education and Labor Subcommittee on the Elementary, Secondary, and Vocational Education. Representative Unsoeld, as your constituent, I am particularly pleased that the Congress is hearing witnesses from your district on this important reauthorization of the Elementary and Secondary Education Act.

I am Thomas (Tom) Lopp, Director of Workforce Education and Agency Relations for OSPI. Representative Dorn, the Superintendent and I have worked closely on the State education reform legislation related to school-to-work transition. The Superintendent and I have also supported his successful efforts to implement new language in the Federal Higher Education Act designed to ease the articulation from secondary vocational technical education programs to both two- and four-year postsecondary institutions.

These efforts are examples of the emerging systemic nature of the education enterprise. It is increasingly clear that the national stake in education is most evident in the realm of economic development, employment, and productivity. No longer is vocational education or training the exclusive domain of a categorical State or Federal education program. Our K–12 system is now called on to prepare students for productive lives, high skill/high wage jobs, and to ensure a smoother school-to-work transition.

Whether formalized or not, business and education *are* partners. Certainly, each child is the beneficiary of our public education system, at its best preparing citizens to continue learning for a lifetime. But, increasingly, the language of our efforts is effused with phrases like "preparing a productive workforce," and "meeting the challenges of a global economy." These words make clear the mutual interests of business and education in the success of our schools. In the best of all worlds, every company in every community would somehow be connected to our schools—investing time, energy, and human and capital resources to their betterment. Certainly, this would be in the interest of our children. Ultimately, the returns would belong to business.

The rhetorical nature of this relationship is comprehensive and implicit. I would like to share with you several more explicit examples of the partnering of business with schools in our State. And, I would like to cite a few ways the Federal Government might appropriately provide leadership in the development of linkages between business and education within the elementary/secondary reauthorization.

Many companies in our State have risen to the challenge of productive partnership with their local schools. The Boeing Company, for example, has provided support for applied academic courses through direct grants to school districts. Boeing also provides paid summer internships for teachers, as well as for at-risk students. I have included with my testimony, literature titled "The Boeing Connection" that highlights Boeing's alliance with schools.

Tidyman's Food Corporation has also provided a model for business involvement in the schools. Each year students build a home with supplies purchased by Tidyman's, with instruction from contractors arranged for by the company. Profits from the sale of the home are used for purchasing the lot for the next year's homebuilding. In addition, Tidyman's provides technical assistance to junior high school students, helping them start and operate their own "small businesses" during the school year. They also open their company to students for three days, allowing the students "job shadow" a work experience career they have an interest in.

In your own district, the Vancouver School District has a program titled "Off Campus Learning Opportunities" that uses job shadowing, mentorships, community

service learning, student apprenticeships, and cooperative education to link students with businesses. I have included a brochure for your review.

The Real Entrepreneurship through Action Learning, or REAL Program in the Riverside School District improves the opportunities and skills of rural youth through fostering student learning and entrepreneurship. The REAL organizations work in partnership with the school district to create the experiential entrepreneurship course. Throughout the course, REAL participants analyze their local community and research, plan, open and own enterprises intended to contribute to the local economy and provide meaningful employment for their creators.

We can learn from existing programs. Our State vocational technical education cooperative programs are a model of what is working statewide. These programs require joint agreements signed by the participating student, parent, employer, and school. The agreements are a part of the student's formal education plan. The resulting experiences have helped students successfully transition from school to the workplace, and beyond to further education and training.

The Carl D. Perkins Vocational Technical Education Amendments injected new incentives and requirements for the integration of the vocational and academic curriculum. To assist in implementing this new law, we created four model projects in Washington State. Fundamental to the success of each of these models is the requirement that *all* teachers improve access to business and industry within their communities. That is, each teacher must widen their curriculum by tying it to the work world. This has not always been an easy objective to realize. For some teachers, the classroom is the only workplace they have known. Staff development is essential to accomplish the effective link-up of business and education.

The reauthorization of the Elementary and Secondary Education Act provides a perfect opportunity to round out and complement the move to integrate the vocational and academic curricula incorporated in the Perkins Act. In addition, the Elementary and Secondary Education Act should be coordinated with, or include the basic components of, the School-to-Work Opportunities Act of 1993. These basic components relate to business-education partnerships in the following ways:

Work-based learning that provides: a planned program of job training or experiences, paid work experience, workplace mentoring, and instruction in general workplace competencies and in a broad variety of elements of industry.

School-based learning that provides: career exploration and counseling, instruction in a career major (selected no later than the 11th grade); a program of study that is based on high academic and skill standards as proposed in the administration's "Goals 2000" proposal, and typically involves at least one year of postsecondary education; and a periodic evaluation to identify students' academic strengths and weaknesses.

Connecting activities that coordinate: involvement of employers, schools and students; matching students and work-based learning opportunities; and training teachers, mentors and counselors.

Finally, Madam Chairwoman, I would be remiss if I did not address resources. Businesses, successful businesses in particular, are frequently called upon to provide funding for the supplementary activities of their local schools. Many examples of this generous spirit have been cited this afternoon. But as I stated at the beginning of my testimony, the partnership between education and business is comprehensive and implicit—it is more than the philanthropy of a particular CEO, or the entrepreneurial talent of a particular superintendent.

The share of the Federal budget committed to education has declined over the past 12 years, while the challenges and expectations faced by the Nation's schools have expanded. Success will depend on the commitment of resources, both capital and human, to meet these challenges. The Washington reform initiative has demonstrated that the education community is willing to "reinvent" itself—to think and do in new ways (just as successful businesses have done through time). We can only prevail in these endeavors with ongoing, direct support and involvement of political and business leaders like you represented here today.

Mrs. UNSOELD. Thank you to both of you.

Perhaps you noticed that the committee staff is diligently taking notes, and I should have pointed out that there are a couple of others here who are also taking notes: Congresswoman English's staff, Ms. Keely Varvel, and my own staff, Dr. Karen Anderson, who does my education issues in DC.

In addition, I have staff from both the Olympia and the Vancouver offices: from Olympia, Lydia Louie, who handles education

issues in that part of the district, and Donna Levin, who is from the Vancouver office and in charge down here.

Randy, I empathize with what you said about the difficulty of getting the University of Washington to think in new terms. Evergreen State College worked a long time to get UW to accept the way Evergreen did its programs in considering whether students were eligible for graduate school. Persevere.

I would like to make a comment. You are right: They only let us have one hearing. I would have liked to have had an additional one on labor-education partnerships, parent-education partnerships, student-education partnerships, and society-education partnerships. There is just not enough time, but hopefully, out of this, we will craft some assistance and some empathy for what teachers are undergoing in the classroom today.

Let me ask either of you, what can the Federal Government do? We are somewhat powerless and I do not think it appropriate for there to be a top-down directive, but what can we do to assist these kinds of partnerships, particularly with business/education?

Mr. DORN. First of all, if you think I was referring only to this meeting, that I thought it was not enough time or whatever, I was referring to three years ago, our own Education Committee, where I was trying to get time in the Education Committee and could not even get to speak to this issue, and now it is becoming a very huge issue, and now everybody wants to talk to me, and I do not seem to have time to talk to everybody.

I guess one thing would be, in the Carl Perkins Act money, there are strings attached to it, and it is targeted to a special population, and in whatever you do up here, I believe we are already doing a lot of specified issues here, and we are still trying to be flexible to the local level, so we do not dictate exactly what they have to do, and if you provide us money in school-to-work transition, I would hope that, if the only strings you attach to it is to try to ensure that as much percentage of the dollar gets to the student, as opposed to that we are going to plan to plan a plan that will be planned to be planned so that we have an implementation plan to be planned, okay?

I would hope that the money does not specify a specific population, that it will be for all students, okay? So, if you are going on to college, it works for you, too, in that it can go to any school that steps forward.

Now, if you have enough money, which I do not think you will, what I would like it to be is enough money so it goes to all schools, so all schools participate, because I think doing a model here and a model there, we would get some great models, and that is what they are, great models, but if not, at least that there is enough funding that the States that are ready and you have the committed people—it is just like being in a high school building or a middle school or an elementary building, where you have the commitment of leadership from the superintendent to the board to the community to the parents, that they can step forward, and then there is that incentive to be there, and the businesses, that there is an incentive for the businesses, and I think you are going to have to look at some way to make an incentive—I think you are going to have to make an incentive for the big businesses, but I think they al-

ready see the incentive, that they do not have to spend too many dollars in retraining and training of workers, if we get a better product out of the system, then—so, they are participating.

For the smaller business people, I think you are going to have to provide some kind of incentive, whether it is tax relief or rewards to certain ones that do—that they can apply for a grant themselves and get extra money for how many slots, a percentage of employees, or something of that nature, that we have to do something to provide that. So, those would be some keys, I think.

I will tell you one thing. Your Chapter 1 money—I think if your issue is to bring up that bottom population, just give the States some money and do not put any ties to it at all, because the one thing we know from research right now, once you put that student in Chapter 1, that student is guaranteed to be mediocre and never get out.

The improvement rate is about 1 out of 10 out of Chapter 1. Once in Chapter 1, always in Chapter 1, and you do not bring up the skills of the student.

If you just spread the money and let us buy extra teachers and have them in the regular classroom with the regular kids and not the pull-out program or have that special aide working with them, we probably could do a lot better job on our own, without having the strings attached to the money.

Tom, have you got a comment?

Mr. LOPP. Just a comment. I believe that, first of all, if we are talking about K–12 and whatever the legislative issues, that they are coordinated so that we are all going down the same road, is really critical, because what happens with different pieces of legislation, we end up going in three different directions and not doing anything very well, and I believe that we need to begin to develop systems and not programs, and I believe that the Opportunities Act of 1993 has that element in it, to develop a statewide system and not individual programs, and I think that is critical.

Mrs. UNSOELD. Representative English?

Ms. ENGLISH. Thank you.

Randy, I was tempted to interrupt and get engaged in some of your conversation, because I wanted to draw a little more information from you about this issue at the State level.

Earlier on in your comments, you talked about something that is very dear to my heart, and I perceive it to be a rural advocacy.

In my district, I believe 75 percent of the economy is based on small business. It is about the size of Tennessee. It is extremely rural, and having come from the State legislature, where most of the legislators are metropolitan mentality, it shocks me to hear that we would be giving the money to the States, where history has shown that money would stay in the metropolitan areas, and how do you think this attitude of getting that money to the States with less strings would be equitably spent over the entire State?

I agree that we have to engage small business, we have to trigger some incentives. I think it is beyond just governmental incentives, but what mechanism can you convince me will be used to assure that those rural areas, those small businesses will get the same attention and equitable policy advantages than the metropolitan areas?

Have I rambled on so that I have lost you completely, or do you understand my question?

Mr. DORN. Well, I would like to say oh heck, I do not understand it at all, but I do, and I would love to get engaged here.

First of all, I need to kind of make a statement that I am not entirely sure, with all your strings, that you did ensure that the money got equitably spent.

Ms. ENGLISH. That is the history that I am talking about.

Mr. DORN. Right.

Ms. ENGLISH. It shows that it has not been.

Mr. DORN. You have had the strings there. So, it was supposed to be spread evenly, but you had the strings, and it still got distributed unevenly. So, I cannot see that it has made that much difference.

Probably, from my testimony, you thought I was from a rural area, okay? I am really not.

I am located 20 miles outside of Tacoma, and I have the fastest growing school district in the State of Washington in my district as to AAA high schools, large high schools in it, and I fight Seattle and Tacoma and Yakima and the tri-cities and Spokane, because they have the special needs program.

I think that is always going to be there, but our obligation is for all students, to ensure that all students—so, it does not matter whether they are in the city or whether they are rural. We have an obligation to all students, and I believe that completely, and there is going to have to be some extra funding and some special needs in certain areas.

To rural areas, there is going to be special funding, because they only have high schools of 30 students or school districts of 40 or 50 students, but in the suburban area, where you have 38 different languages, that is a special need, also, and they are crying for money, but when I say that the strings come down, I really believe that we have so many more people engaged in the process now—I mean you must know it, that there are a lot more people interested in government and how things are done than there was 10 years ago, and we have many people being engaged in government.

In my office, just simple correspondence has quadrupled, five times what we used to get, and it has not slowed down in the off-session. So, there are many more people watching what we are doing, how we are doing it, and trying to get an equal basis for all.

So, I really feel more comfortable than before, where I think it used to happen in the State of Washington that, instead of having a meeting like this, that door opened and the cigars started up and the cocktail napkins started and they wrote the bills and then they handed them in and then that was what was done, and I think those days are over.

Ms. ENGLISH. Tom, would you like to respond to that?

Mr. LOPP. If I could just add, on the point you made about all students, I think we would make sure that it was equal across our State.

What is important is that I think we learned from the Carl Perkins Act in the small rural school districts where they had to form consortiums and the money went to one district, that that was not equal, it was not shared among the small school districts, it did not

work, and what happened, it really took control away locally to come up with ideas to make it work, so everyone was equal, and so, I think, again—I will say it again.

Number one, we want to make sure that we build from our past what is working now, do not throw it all out, but number two is that you build a system for all children, and then it will be statewide.

Instead of targeting special populations over here or over there, I believe again—I will just say it—build a system for all students.

Ms. ENGLISH. I was in a hearing yesterday in Santa Rosa and there ere a number of people—on education, also—and there were a number of people who talked about less government, eliminating the strings.

I mean I was hearing the same sorts of concerns, and it occurs to me that—and they were talking about incentives for big business basically to become involved, that we need to give them tax incentives, we need to buy their participation.

Well, I am not sure I agree with that, number one, but at the same time as we are talking about less government control and regulation and intervention, we are also talking about government giving those big incentives and decreasing taxes and decreasing regulation.

Well, I think we need to even think broader than that and think about what kind of incentives society or private industry can give also and that it is not strictly government responsibility to be giving and taking away incentives, but let us think a little more creatively and a little broader than that, and I do not suppose either of you have a list of incentives that communities can give their businesses, but if you do have a couple of ideas right now, I would like to hear from you.

If you do not, I would like you to write those down, so that I can start to incorporate those kinds of incentives on a broader perspective than what we have right now.

Mrs. UNSOELD. I might ask that you do give them to us in writing, because I have three more panels, but I think that is an excellent idea, and I would use it as an excuse to open up the invitation that there should be more communication between the Federal and State levels as we are developing legislation, so that we are not doing something that makes it more difficult for you. Let us keep the doors open.

We would welcome those specific suggestions that Representative English asked for.

Mr. DORN. I really believe that the strings were basically attached for accountability reasons, you know, how are you going to be accountable? So, I do not disagree with that at all, but with the idea that I believe resources are going to be very tight, and we are not really asking for more money.

Where you are getting the money is you are taking from another pot or eliminating from another pot. I mean I understand that through our budget constraints here, and so, I understand that very well, but if we are going to hold those educators responsible for educating, for the outcome at the end of 12 years, that you are responsible for that, I think we have got to give them the flexibility and the opportunity to take their shot.

Mrs. UNSOELD. I thank you both very, very much, and I will excuse you and have the next panel come up, and maybe it was better to have you first, because I had hoped that the business-related panel members would suggest the need for removing some red tape, and maybe you have triggered some additional ideas in their minds as we get to that portion. But thank you very much for being here, and I will ask the next panel, plus Dr. Jim Parsley, to come up, and we will try to figure out how to put four people at a table for three.

As the panel is coming up, I will also make it clear that, if you have written testimony, that can be incorporated into the official record—that is just a given—so that you do not have to use your five minutes or whatever to read that to us.

You can improvise, rhapsodize, make whatever best use of this time that you would like to, and I would like to begin with—did you have a specific order that you all thought you would like to—no? All right.

Mr. KOENNINGER. Luck of the draw is fine.

Mrs. UNSOELD. Luck of the draw? I will move right down the list, then. Marian, I will ask you to be first.

Marian represents the Hough Foundation, a non-profit organization established by Paul Christensen, which has a partnership in place with the Hough Elementary School.

The Foundation is also doing some broader community development activities in the area, including neighborhood redevelopment efforts and local home ownership initiatives.

I am sorry I was not able to hang on to Randy longer, because I particularly wanted him to hear what you are doing, but we will take the chunk out of the record and I will get it into his hands, so that he knows.

Marian, do you want to begin?

STATEMENTS OF MARIAN RUTHERFORD, EXECUTIVE DIRECTOR, HOUGH FOUNDATION, VANCOUVER, WA; BUCK HEIDRICK, CHAIR, K–12 EDUCATION STEERING COMMITTEE, TECHNOLOGY ACQUISITION & DEVELOPMENT MANAGER, HEWLETT-PACKARD, BATTLE GROUND, WA; TOM KOENNINGER, VICE-PRESIDENT AND EDITOR, THE COLUMBIAN, VANCOUVER, WA; AND JIM PARSLEY, SUPERINTENDENT OF VANCOUVER PUBLIC SCHOOLS, VANCOUVER, WA

Ms. RUTHERFORD. Thank you very much.

Just by way of information, I realize that I have failed to include the significance of the name Hough. Patrick Hough was one of the earliest educators here in Vancouver——

Mrs. UNSOELD. I mispronounced it.

Ms. RUTHERFORD. That is all right, Jolene—and he came here—he had one arm, and he was from Ireland, and Hough School was named for him, and the mission of the Hough Foundation is to focus and build on the strengths and capacities of the people in our community, to foster education, increase affordable home ownership opportunities, and support the neighborhoods in preserving livability in our older downtown neighborhood, and we believe that the school is the focus of the neighborhood.

As you mentioned——

Mrs. UNSOELD. Did everybody hear that? I apologize for interjecting, because that is so important. Say it one more time.

Ms. RUTHERFORD. The school is the focal point of the neighborhood.

Mrs. UNSOELD. Thank you.

Ms. RUTHERFORD. For those of us who had been involved—and I have two students at Hough this year, and my four older children have all been students at Hough. We have long believed that all of our efforts have to start with the school, that real estate values, everything, revolves around the school.

Mr. Christensen was involved teaching Junior Achievement, a business class, to the fifth graders in Mina Milligan's class at Hough School two years ago, he and one of his other executives, and it so happens my daughter was a fifth-grader that year and was in his class, and I will tell you, having a businessperson in your class really makes a difference.

One thing this person knew was profit and loss, and my daughter now understands the whole thrust of his presentation, just because of his own involvement.

Because he had been a student at Hough School 50 years earlier, he became interested in developing and implementing a comprehensive program to benefit the students at Hough School. We realized then that we faced many challenges but that we had many strengths.

Over 70 percent of the students received free or reduced lunch. We had the highest turnover rate in the district at 125 percent.

Some of that problem with transitioning children through the school and spending a lot of time to orient them and bring them up to speed only to have them move out a few days later was really tiring for the teachers.

The Vancouver School District stepped up to the plate and worked with the school on this, and we now have the pilot program, the Welcome Room, where all the children from the homeless shelters are educated.

The median household income for Hough residents is $15,152 a year. Now that is far less than half the average median income in Clark County.

Housing in Hough was affordable, but owner occupancy was very low. We had only a little over 30 percent, compared with the countywide average, close to 70 percent.

So, following discussion and cooperation with the school district, the Foundation hired and pays the salary for a full-time Director of Volunteers at Hough School, and she is a very interesting lady.

Mr. Christensen made sure that we had somebody with a lot of energy and a great public relations background, and with the support of the community, we have been able to put together a very effective volunteer program at Hough. The Columbian newspaper ran advertisements for us as a donation, and we had a great deal of interest.

One of our model volunteers is Bill Marshall of Marshall Ford dealer, and he comes and is a classroom assistant.

When he recently went on vacation to Arizona, all the children in the classroom wrote him a letter, and almost every one of them mentioned they were working harder on math, and he has had a

great effect and been a terrific role model for a lot of kids that do not have a father in the home.

Our other corporate sponsors have included Realvest, of course, the Red Lion, and most recently, Seafirst Bank.

The Red Lion General Manager volunteers in one of our classrooms at Hough, and one of the little boys in that classroom related that he would like to be a hotel manager one day, and Mr. John Albers took this boy to work with him and let him go through every department at the Red Lion. It was a great experience for that little boy.

I think that individuals and people make the difference ever so much more than money. We have always gone around and collected money from all of our business leaders in the past, but really bringing them to school has been a turning point for us, I think.

Seafirst is our newest sponsor, and they are going to be involved in doing budgeting and financial planning classes with the parents and the children both.

To begin work with the teachers at Hough, the Foundation hosted a teacher appreciation dinner at which a facilitator engaged the staff in brainstorming strengths, weaknesses, and opportunities.

As an outgrowth of that, we held a workshop with them, and we are doing something at Hough School that we are very proud of: We are going to be the first accelerated school in southwest Washington, and this touches on what Randy was talking about, with the Chapter 1 money being focused on remediation.

We at Hough feel that remediation is sort of a self-fulfilling prophecy: Once you are in remediation, you never get out.

The accelerated school model was developed by Dr. Henry Levin, who is from Stanford University, and we brought some consultants in, the local consultants from PSU, and the Hough staff, after thoroughly investigating it, has voted and decided to adopt that model at Hough.

So, as a foundation, we have been able to step in and sort of meet the shortfalls. Where the district funding cannot be, we can maybe pay some of those costs so that we can have this program in place at Hough.

I wanted to just give you an example of something that happened with us this summer. We had summer school offered at Hough School. It was really wonderful.

We had one teacher that worked with NASA to develop an outer space program, and because we needed minimum enrollment and because each child was a $97 tuition, we looked like we were not going to be able to even have that class, because we did not have the enrollment, but after working with the district and with the local representative, we found that there was money available for some children to be funded in that program, but they had to be in remediation, and the kids that were in remediation did not want to go to summer school, and the children who were eager and ready to go, even though they were from poor families on free and reduced lunch, they could not go.

So, through a joint effort with coming up with private money and donations for those children and recruiting the remedial children, also, so that the district could pay some of the funds, we were able

to get enough children in every class so that we were able to run all of the classes offered.

It was a great experience, but if there is any way that you can cut some of those strings so that we could have used them for the children who were higher achievers who were still poor, that would have helped us out a lot.

This spring, the Foundation was pleased to fund materials and a local artist donated her time for an Artist in Residence program at Hough, and at the local Arts Crawl that we had last month, our third grade artwork was exhibited, and as a result of that, the Mayor is now working with this artist, so that this exhibit can be sent to our sister city in Japan, and the students at Hough that participated in that are all very justifiably proud.

I also want to commend the Chapter 1 program for the funding of parenting classes. We believe that it is very necessary that, in order to help the children, we have to help the parents.

Last spring, in a conversation with the school counselor, I found that one of the problems that they face with every parenting class is that there are not many fathers that want to come, because there are not many fathers there.

So, just as an experiment, we recruited several willing fathers to come and participate, and the first night, at the end of the discussion, one of the gentlemen who was there said he had never been in a parenting class with other men in it before, and as a result, he completed the course. So, we were very pleased.

You mentioned a little bit about our involvement with housing. We feel that it is important—home ownership is important in our neighborhood to stabilize the school.

It is very difficult for a family to ever climb out of the hole of poverty if they cannot begin to own their own home. Rents increase every year. Moves are forced upon them that they would not normally make.

So, we have decided to do a demonstration project in Hough to show that it could be done, to document some of the barriers to constructing affordable housing, and at the same time, the Vancouver Housing Authority, we are really pleased, are building six houses that will be sold for homeowners, and incidentally, there were 103 applicants for those six homes.

So, this year, we will have eight new families that own homes, and the Hough neighborhood will be able to achieve that part of the American dream.

As a non-profit foundation, we have some unique advantages to be able to effect positive change in our neighborhood and to be a catalyst to bring together the private and public sectors to solve problems in new ways.

[The prepared statement of Ms. Rutherford follows:]

STATEMENT OF MARIAN RUTHERFORD, EXECUTIVE DIRECTOR, HOUGH FOUNDATION, VANCOUVER, WASHINGTON

The mission of the Hough Foundation is to focus and build on the capacities of the people in our community: to foster education, increase affordable homeownership opportunities, and support the neighborhoods in preserving livability in the older downtown area.

The Foundation was organized by local businessman Paul Christensen after teaching a Junior Achievement business course to Mina Milligan's fifth grade class at Hough School. Because Mr. Christensen had been a student at Hough School 50

years earlier he became interested in developing and implementing a comprehensive program to benefit Hough Elementary School and the neighborhood attendance area. His personal experience convinced him that involving the business community at Hough would be a great benefit to both students and teachers.

At the time the Foundation was formed many challenges were evident. Over 70 percent of the students received free or reduced lunch. Hough School had the highest student turnover rate—125 percent per year. This factor made it difficult for the staff to focus on learning as they were constantly orienting new students who would then move away in a short time. Hough received all children from the area's homeless shelters. Median household income for Hough residents is $15,152—less than half the Clark County average. Housing in Hough was affordable, but owner occupancy was low, only slightly above 30 percent compared with 66 percent for Clark County as a whole.

Following discussion and cooperation with the Vancouver School District, the Foundation hired and pays the salary of a full-time Volunteer Director at Hough to organize involvement of parents, senior citizens, businesses and the arts community to enrich the educational experience of students who are considered "at-risk." Hough has benefited greatly from the many classroom volunteers. Corporate sponsors include Realvest, the Red Lion and, most recently, Seafirst Bank. The Red Lion hosted a graduation luncheon for the fifth graders last year and provided shampoo and toiletries for a grooming class including haircuts provided by local hairdressers and barbers. Seafirst is now involved in planning budgeting and money management classes to be offered at the school for students and their parents.

To begin work with the teachers at Hough, the Foundation hosted a teacher appreciation dinner at which a facilitator engaged the staff in brainstorming "strengths, weaknesses and opportunities." From this session a three day staff retreat at Timberline Lodge on Mt. Hood was planned. Because of the interest and efforts of the PTA president, the Foundation brought in consultants involved with the Stanford University Accelerated Schools Program to discuss with the teachers a new approach to learning. This approach, developed by Stanford's Hank Levin, recognizes that remediation of poor students can be discouraging, "drill and kill." The Accelerated model focuses on the student's abilities rather than deficiencies to maximize the potential of each child. After fully investigating the possibilities, Hough School is proud to be the first Accelerated School in Southwest Washington.

This spring the Foundation was pleased to fund materials and a local artist to donate her time for an Artist in Residence program for third graders. This month the students' artwork was proudly displayed at the Arts Crawl and arrangements are now being made by the artist and the Mayor of Vancouver for this display to be exhibited at our sister city in Japan. The students involved in this exhibit have been truly proud of their accomplishment.

In order to help children it is also necessary to help the whole family. Parenting classes are offered at Hough, paid for with Chapter 1 funds. We truly support this effort as a wise investment. At Hough, some of our parents are required to take these classes to regain custody of their children. One of the obstacles to involvement was that few men attended the classes. After a minimal recruiting effort focused on fathers we actually had a balanced class that the men continued to attend.

Because we recognize that homeownership is a stabilizing factor for families and the school, the Foundation is currently involved in a demonstration project building affordable houses on vacant lots in the neighborhood which will then be sold to owners at cost. Because of the Foundation's ties to Realvest we will have resources available to facilitate new construction. The Vancouver Housing Authority is also building six new houses for sale to moderate income families in Hough this year. After over a decade in which no new houses were built in this neighborhood this year we will have eight new families achieve the American Dream of homeownership and not be forced to frequent moves and the devastating financial impacts of ever increasing rents.

As a non-profit foundation, we have some unique advantages to be able to effect positive change in our neighborhood, and to be a catalyst to bring together the private and public sectors to solve problems in new ways.

THE OREGONIAN, THURSDAY, SEPTEMBER 9, 1993

Role models visit Hough school

VANCOUVER — Hough Elementary students are working with professional artists and athletes this week.

Kate Veneroso, nationally exhibited artist and Hough Neighborhood resident, will work with third-graders from 11:55 a.m. to 2:45 p.m. each day this week.

Veneroso has her work displayed at the Tacoma Art Museum, as well as the Armory Center Figurative Small Work Exhibit in West Palm Beach, Fla.

Children's book illustrator Dan Lane of Ridgefield will visit Hough students at 9 a.m. Wednesday in the school library.

Cincinnati Bengals' quarterback and Vancouver resident Erik Wilhelm demonstrated some of his professional football skills for teacher Mary Painton's fourth-grade students Tuesday.

"We're always inviting anyone of interest that could be a role model for the kids," Hope Johnson, volunteer services director for the Hough Foundation, said about bringing the artists and athlete to the school. "We have a large number of at-risk kids at Hough."

The new foundation sponsors such visits to encourage students to stay in school. The foundation also is seeking volunteers to assist teachers and students with tutoring, crafts, activities and other activities.

The foundation is looking for adults to donate time for the full-day program from 8:30 a.m. to 2:45 p.m., mornings from 8:30 a.m. until lunch and afternoons from lunch to 2:45 p.m. Hough has two lunch shifts, which begin at 11:30 a.m. and 11:55 a.m.

Volunteers should contact Johnson through Hough, 1900 Daniels St. Classroom helpers receive complimentary school lunches.

Third-graders' work to be on display

VANCOUVER — When art enthusiasts start their rounds Thursday evening in the fifth annual Arts Crawl, they will find Hough Elementary third-grade students displaying their work at two locations.

The Crawl raises money for the Vancouver School District arts program.

The third-graders, who have been working with local artist Kate Veneroso, will have 65 pieces on exhibit at Main Place, 111 Main St., and a stack more at the Red Lion Inn at the Quay, 100 Columbia St.

Arts Crawl, organized five years ago by the Columbia Business Community for the Arts, starts at 5 p.m. in the street in front of City Hall, 13th Street between Broadway and C streets, and ends with the juried Evergreen Artist Guild's art show at Columbia Arts Center, 400 W. Evergreen Blvd.

About 60 entries are expected for the show.

The 5 p.m. reception will include a smorgasbord plus music from the Vancouver Pops Orchestra and puppetry by the Tears of Joy Theatre. Tickets to the 35 stops on the Arts Crawl will be sold at the reception — $8 for adults and $7 for children and senior citizens.

The downtown area will be full of stores, restaurants and galleries that are displaying art such as photography, oils, watercolors, wood carvings, needlework, calligraphy, metal furniture, weaving, clay on canvas and jewelry.

Proceeds from the event go to the Vancouver School District arts program.

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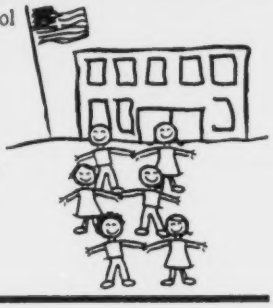

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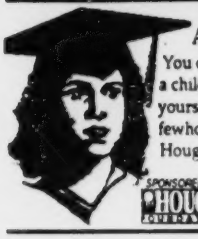

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Mrs. UNSOELD. Thank you. Inspiring.

The next panelist, Mr. Buck Heidrick, is the Co-Chair of Hewlett-Packard's Steering Committee on Business Education Partnerships, and although we have not had the pleasure of working together, you were recommended by a lot of people. So, you should know that you are very well thought of in the community.

Mr. Heidrick is involved with the local Tech Prep Consortium in southwest Washington and is a member of the Education Committee of the Columbia River Economic Development Council.

Mr. Heidrick.

Mr. HEIDRICK. Thank you.

Madam Chairman, Representative English, my name is Buck Heidrick, and probably the reason that most people know me in southwest Washington is my provocative speeches about education.

I am an executive with Hewlett-Packard Company here in Vancouver. I cochair HP's Steering Committee on local K–12 education.

On behalf of Hewlett-Packard Company, I would like to thank you, Congresswoman Unsoeld, for inviting me to share with you some thoughts today.

Over the past few years, Hewlett-Packard's involvement in K–12 education has undergone a significant shift in focus. We have shifted toward activities that encourage and support systemic change and improvement in education.

I would like to share with you some motivation for this change, some philosophy that drove us in this direction, and some resulting actions and responses.

Like many businesses, we have become increasingly active in the last decade in business/education partnerships, but for the most part, those partnerships have been in the classroom, partnering as mentors, visiting instructors, and donating needed equipment.

While these helping-hand, no-strings-attached projects are important, we are finding they are just not enough.

Improvements in the quality of education have been slow, and we see education losing ground when measured against the changing needs of our high-tech industry, an industry, by the way, which pays an average annual salary of $40,000.

Today, HP Vancouver is finding it increasingly difficult to fill entry-level production jobs with qualified personnel. Over half of the applying high school graduates are failing entry-level testing consisting of sixth-grade English and ninth-grade math. Many more are withdrawing their applications rather than be tested.

In the short term, we are compensating with increased automation, but automation actually requires even higher-skilled production operators, people who can program computers and machinery rather than simply insert a screw in a printer frame. We are facing a major dilemma for our future.

One of our responses to this situation has been to reexamine and refocus the concept of partnering with education. I call your attention to the drawing at the back of my written testimony.

Hewlett-Packard has come to realize that the traditional partnership centered around classroom enhancements is only a starting point, and we believe they are, in and of themselves, insufficient.

Business and education need to look differently at the world of partnering. Partnering and partnerships need to function at a level

where they have the capability of truly affecting systemic improvement.

Businesses must become involved in education at all levels, from legislative policymaking through systemic initiatives, district and school management, professional development and parental education.

For many of us, this is a new approach and a new way of thinking, but we believe the failure to be successful in this endeavor will result in a noncompetitive workforce and the eventual erosion of our standard of living.

In Clark County, Hewlett-Packard's efforts in this regard are barely two years old and growing. They are focused on improving our future entering workforce and, as such, emphasize science and mathematics education, but even though we have only recently begun, already our involvement is going well beyond the traditional classroom enhancement model.

Today we have employees working with district leaders on strategic planning and communications. We are training teachers and administrators in continuous improvement techniques. We are underwriting the cost of science-teacher training in several districts and funding science curriculum development in another.

We are working with other business leaders to push for systemic improvement while we are lobbying at the State level in support of true educational reform.

At the same time, we have turned some of our effort inward and are starting to offer training to our own workforce to improve their skills as parents, with a particular emphasis on parenting for education.

The response to our renewed and refocused efforts has been both rewarding and disappointing. Many district leaders and teachers have embraced and encouraged our involvement. They recognize the value and importance of business participating and the positive role that business can play in helping shape the future of education, but others have been less open and, like many parents and community members, refuse to recognize there is even a problem at all with education. They do not acknowledge their role in preparing students for a role in a competitive workforce.

While we have embarked on a path toward assisting education in systemic improvement, there is much work to be done, and there is room for many more players and many more partners.

Perhaps the greatest obstacles ahead are, first, the lingering belief, at all levels, that there is not a problem and, second, the traditional paradigm that business/education partnering is limited to classroom enhancement.

We urge leaders in government, business, and education to join together and redouble their efforts at making systemic educational improvement a true reality. It is threatening for many. It takes incredible commitment, but we believe it is everyone's responsibility to help ensure that our children are prepared for the world of work. This is key to regaining our leadership as a Nation and maintaining our standard of living.

Thank you.

[The prepared statement of Mr. Heidrick follows:]

STATEMENT OF BUCK HEIDRICK, HEWLETT-PACKARD COMPANY, VANCOUVER, WASHINGTON

Mr. Chairman, members of the committee. My name is Buck Heidrick. I am an executive with Hewlett-Packard Company here in Vancouver. I cochair HP's Steering Committee on local K–12 education activities.

On behalf of Hewlett-Packard Company, I would like to thank Congresswoman Unsoeld for inviting me to share some thoughts with you today.

Over the last few years, Hewlett-Packard Vancouver's involvement in public education has undergone a significant shift in focus. We have shifted toward activities that encourage and support systemic improvement in education. I would like to share with you our motivation for this change, some philosophy that drove us in this direction, and some resulting actions and responses.

Like many businesses, we have become increasingly active in the last decade in business/education partnerships. For the most part, those partnerships have been in the classroom: partnering as mentors and visiting instructors, and donating much-needed equipment.

While these helping-hand, no-strings-attached projects are important, we are finding they are not enough. Improvements in the quality of education have been slow. We see education losing ground when measured against the changing needs of the high-technology industry. An industry, by the way, which pays an annual average salary of $40,000.

Today, HP Vancouver is finding it increasingly difficult to fill entry-level production jobs with qualified personnel. Over half of the applying high school graduates are failing entry-level testing consisting of sixth-grade reading and ninth-grade math. Many more are withdrawing their applications rather than even be tested.

In the short term we can compensate with increased automation. But automation actually requires even higher-skilled production operators—people who can program computers and machinery rather than simply insert a screw into a printer frame. We are facing a major dilemma for our future.

One of our responses to this situation has been to reexamine and refocus the concept of partnering with education. I call your attention to the drawing at the back of my written testimony.

Hewlett-Packard has come to realize that the traditional partnership centered around classroom enhancement is only a starting point. We believe it is insufficient.

Business and education need to look differently at the role of partnering. Partnerships need to function at a level where they have the capability to truly affect systemic improvement. Businesses must become involved in education at all levels, from legislative policymaking through systemic initiatives, district and school management, professional development and parental education.

For many of us, this is a new approach, a new way of thinking. But we believe that failure to be successful in this endeavor will result in a noncompetitive workforce and the eventual erosion of our standard of living.

In Clark County, Hewlett-Packard's efforts in this regard are barely two years old and growing. They are focused on improving our future entering workforce and, as such, emphasize science and mathematics education. But even though we have only recently begun, already our involvement is going well beyond the traditional classroom enhancement model.

Today we have employees working with district leaders on strategic planning and communications. We are training teachers and administrators in continuous improvement techniques. We are underwriting the cost of science-teacher training in several districts and funding science curriculum development in another.

We also are working with other business leaders to push for systemic improvement while we are lobbying at the State level in support of true educational reform.

At the same time, we have turned some of our effort inward and are starting to offer training to our own workforce to improve their skills as parents, with a particular emphasis on parenting for education.

The response to our renewed and refocused efforts has been both rewarding and disappointing. Many district leaders and teachers have embraced and encouraged our involvement. They recognize the value and importance of business participation and the positive role that business can play in helping shape the future of education.

Others have been less open and, like many parents and community members, refuse to recognize that there is even a problem with the quality of education. They do not acknowledge their role in preparing students for a role in a competitive workforce.

While we have embarked on a path toward assisting education in systemic improvement, there is much work to be done. And there is room for many more play-

ers, many more partners. Perhaps the greatest obstacles ahead are first, the lingering belief, at all levels, that there isn't a problem; and second, the traditional paradigm that business/education partnering is limited to classroom enhancement.

We urge leaders in government, business, and education to join together and redouble their efforts at making systemic educational improvement a reality. It's threatening for many. It takes incredible commitment. But we believe it is everyone's responsibility to help ensure that our children are prepared for the world of work. This is key to regaining our leadership as a Nation and maintaining our standard of living.

Thank you, Mr. Chairman. I welcome your questions.

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Buck Heidrick
Hewlett-Packard Company

Buck Heidrick is with Hewlett-Packard Vancouver in the manufacturing process engineering group. He is co-chair of HP's K-12 Steering Committee, which directs the company's involvement in local education.

Mr. Heidrick also chairs the steering committee of the Southwest Washington Tech Prep Consortium, is on the council of the Oregon Museum of Science and Industry, and is a member of the education committee of the Columbia River Economic Development Council. He also has been a guest instructor at the high school level, as well as at Washington State University.

Mr. Heidrick was born and raised in the San Francisco Bay Area. He received a B.S. in Oceanography from Humboldt State University. He spent his first five years in industry as a research scientist with Diamond Shamrock Chemical Company. For the last fifteen years he has worked for Hewlett-Packard, holding several positions in engineering and management.

(Hewlett-Packard Vancouver employs 2,300 people and manufactures HP DeskJet printers, which are sold worldwide.)

Mrs. UNSOELD. Thank you very much.

The next two panelists, I guess, are a duo. So, I will introduce you both, and then you can divide up the time.

Tom Koenninger is the Vice President and Editor of The Columbian. He chairs the Business Education Partnership Committee for the Greater Vancouver Chamber of Commerce and is truly a local person, having graduated from high school in this area, from Ridgefield.

He is involved with a number of community education groups such as the Vancouver High School District Foundation and the Business and Education Group, but more than that, I believe he has a vision of how the whole ecosystem, if you will, of our community and education are intertwined and sees the need, also, for education beyond high school and the importance of that to the community.

Also as part of this panel is Dr. Jim Parsley, who is the Superintendent of Vancouver Public Schools. The Vancouver School District has been doing some very innovative things in this area. That is probably why you want to talk together.

He has been Superintendent of the school district since 1980, and the school district has received attention lately for its progress in an area of education technology. The district has also gained national recognition for its drug and alcohol abuse prevention programs.

So, we welcome the two of you.

Mr. KOENNINGER. Thank you, Madam Chairman, Representative English. My name is Tom Koenninger. I am Vice President and Editor of The Columbian, a daily newspaper serving this community. I am pleased to testify on the success of public and private partnerships in the Vancouver area.

For more than 15 years, I have been involved in a public service capacity with the schools of this community. Much of that time has been spent in connection with the Vancouver School District.

As you indicated, I am currently the Chairman of the Business Education Roundtable, which is an organization that has been working to help at-risk students, those in danger of dropping out of school. We are working in partnership with the Vancouver School District, and our story is very much a success story. Our success is measured in locating enthusiastic and dedicated, hard-working volunteers who want to make a positive difference in the lives of young people.

Representative English, you asked for some ideas for motivation. I will offer a couple.

One is community recognition for those efforts, because it is obvious there are volunteers in this community eager and willing to work for the benefit of education in this community. They need to be brought forth; they need to be recognized.

For the past five years, we have been working—that is, the Business Education Roundtable—with the Vancouver School District, and I do not need a lot of adjectives to illustrate how successful our programs have been. I only need to give you some examples of them.

We started by locating businesses that wanted to help young people complete their high school educations, and we went beyond that point to elementary-level students.

The International Air Academy, for example, a business in Vancouver, provided training for high school students, up to 60 students at a time. That helped them prepare for jobs in the airline industry. It helped them realize why they should complete their high school educations. They were on the way out, the way out to nowhere. This program helped bring them back.

The Veterans Administration gave about 420 students a look at work in the field of health care.

Lars Amly's Automotive Transportation Service, another Vancouver area business, brought students in to help them learn about the business and provided job training to them.

Vern Vesey, a former county commissioner, took on a project that resulted in raising about half a million dollars, both in private and public funds, to provide computers, mainly in at-risk schools. It was called the Buck-a-Byte program.

We had a garage sale, for example. Here is a flyer for the garage sale, and it says "The Vancouver Business Education Roundtable invites you to participate in a communitywide garage sale," which was in the garage right here, "to raise funds to purchase community computer centers for use by students and all community members. Please join us for a fun-filled day with bargains galore where every dollar spent will benefit our children and the adult community." It worked. We have much of that program in place. The benefits are being enjoyed both by students and adults alike within the Vancouver School District.

There are other projects. We have helped hundreds of students learn to appreciate education, to be motivated, to be reenergized or to receive some energy through volunteer efforts, by showing them the business community, by showing them what awaits them after school and why they need to go to school to get there.

These include students who, as I mentioned, wanted to drop out but were persuaded to remain in school, teenage mothers, students at the poverty level, some so poor—and here is an actual situation—where brothers alternated schooldays because they had only one pair of shoes between them.

We had clothing programs. For example, The Columbian, through its People in Need program, sponsors clothing programs in the fall for students.

We had a program, for example, in the Fruit Valley area where we put together clothes, and because we knew that there is pride in purchase and less pride if it is a giveaway program, we offered clothing at pennies per item, and it was very, very successful, and it was very worthwhile, and we felt the gratitude and the internal recognition for doing that.

Another partnership example involves my newspaper, The Columbian, which, working with the Vancouver School District and the Evergreen School District, is launching Classroom Connections, a voice information system that provides homework and class information to students and their parents free of charge. There is no cost to the school districts. The cost is borne through advertising.

Then there is the Brown Bag Group, a subgroup of the Roundtable, which has worked with elementary children by raising funds for a wellness-mobile to address their health needs and through parenting programs. We have also encountered examples where six-year-old children are helping each other prepare for school, again a value of putting these kinds of programs together and a value in getting the community mobilized behind them.

Finally, I want to mention the Vancouver School District Foundation, which was established in 1988. Its purpose is to help students achieve the education they need to succeed in an increasingly complex and demanding society.

We have raised funds which now exceed half a million dollars to help at-risk students in a variety of programs, in a variety of situations within the Vancouver School District.

That is a group of people within this community working with the school district to bring all of this together for the benefit of students. It helps. It is working. It is, again, a proven success.

What I have described, I think, is in effect public-private partnership that is working well for this community, its young people, and the future they represent.

Thank you.

[The prepared statement of Mr. Koenninger follows:]

STATEMENT OF TOM KOENNINGER, VICE-PRESIDENT AND EDITOR, THE COLUMBIAN, VANCOUVER, WASHINGTON

The Columbian, U.S. Bank, and the Vancouver School District Partnership

There aren't many who know what Nancy Johnson and Kim Cooke, employees of *The Columbian*, have gone through to make the U.S. Bank Classroom Connection one of the best on-line homework hotlines in the country. Their work, which will be on public display beginning September 20, 1993 in newspaper ads appearing in *The Columbian*, will affect all classroom teachers, students, and parents in the Vancouver School District community. This program, already under careful observation by other big newspapers around the Nation, has the potential to become the greatest attempt at bringing so many parents and teachers together in a single effort, possibly the largest ever done by any newspaper in the United States.

The Vancouver School District staff have attended workshops providing information about the Classroom Connection program and 29 schools have indicated a desire to participate in the program. This program is provided by *The Columbian* and sponsored by U.S. Bank to district schools to assist them in informing parents about school functions. This telephone link will supply parents with easy access to general school information, updated school sports and schedules, and *The Columbian*'s Newspaper in Education activities. To utilize Classroom Connection, the school personnel records school functions and information on a coded telephone line daily, weekly, or monthly for parents to access as needed. In turn, parents access this information on a touch-tone telephone at any time by calling a number specifically coded for their child's school. At any time, parents can receive and clarify up-to-date information about their child's school functions.

This program will provide students and faculty with additional human and material resources, increase community support for the educational process, and establish an exciting partnership between the Vancouver School District, *The Columbian* and U.S. Bank. Communications between school and home will be considerably expanded, and parents and staff will have a 24-hour, seven-days-a-week service to share information about their students and school activities.

VANCOUVER SCHOOL DISTRICT / COMMUNITY PARTNERSHIPS

VANCOUVER SCHOOL DISTRICT
Vancouver, Washington

September 1993

OVERVIEW

The Vancouver School District has an all encompassing and comprehensive partnership with the larger Vancouver community. These partnerships range from small to all-inclusive, from site specific to district-wide.

The partnerships are as diverse as the needs of the district ranging from the senior citizen who donates school supplies for children in need to Hewlett-Packard employees who provide inservice opportunities to high school teachers.

The education and the well-being of children is a broadly shared community responsibility. Schools do not have all the necessary resources to meet the emotional, social, medical, or intellectual needs of students. Attempts to meet these needs can be more readily accomplished through the collaborate efforts with the community. The community partnership program has as its primary purpose the formation of an alliance to both enhance learning environments and to assure eventual graduation.

WHO ARE PARTNERS?

Partners are individuals, civic organizations, churches, and businesses who are showing they care about students' success by helping the schools.

Partners are:

... members of the Hazel Dell Lions Club who help organize a school carnival;

... retired women who sell their stitchery and donate part of the proceeds to a fund for shoes for needy children;

... employees of Vancouver Bolt & Supply, Inc. who volunteer time once a week to help kindergartners improve motor perceptual skills;

... members of a local church who watch pre-school students while their parents attend parenting classes taught by counselors at a school;

... citizens who write a check to the Vancouver School District Foundation; and

... businesses that collaborate with the district to offer credit-bearing classes to "at-risk" high school students.

Ideas for partnerships are limited only by our imaginations. For example, two beauticians are inviting fifth- and sixth-grade girls and their mothers to attend a free grooming class. When students feel good about their appearance, they are better able to interact with others and learn.

BUSINESS -EDUCATORS ROUNDTABLE

The goal of the Business-Educators Roundtable is to establish a partnership with the Vancouver School District as an advisory body to the district in matters of "at-risk" students by ...

... serving as an advocate for the "at-risk" segment of the student population;

... serving as a resource, obtaining financial support and volunteers where possible for special projects of the committee; and

... serving as a model, through projects and actions for others within the community and outside.

The Business-Educators Roundtable believes that if we can help young people to productive levels, we are making a positive investment in this community's future.

The Business-Educators Roundtable is dedicated to identifying community resources to assist the Vancouver School District in its "at-risk" efforts.

BROWN BAG GROUP

As a sub-group of the Business-Educators Roundtable, the goal of the Brown Bag has been to remove the barriers to learning for elementary school children. Called "Small Children Need Big Friends," the group develops collaborative programs with community agencies to support the needs of children:

- Department of Social & Health Services liaisons in each of the five special-need elementary schools
- Creation of a Kids' Care-A-Van, a wellness mobile, staffed by a Southwest Washington Health Nurse Practitioner to reduce health care issues for students
- Creation of the Welcome Room, a school-within-a-school, for homeless children
- Extended after-school programs supported by the City's Park and Recreation program
- Parenting programs supported by local church and civic groups

BUCK-A-BYTE COMMITTEE

As a sub-group of the Business-Educators Roundtable, the goal of the Buck-a-Byte committee has been to establish computer centers for the Vancouver community, based on a successful program at Washington Elementary School.

Initially, the additional centers, to be located throughout the Vancouver community, would not only serve students, but provide a resource for local businesses and citizens.

The Buck-a-Byte project of the Vancouver School District Foundation and Business-Educators Roundtable is $10,200 closer to putting computer centers in four or five at-risk elementary schools. The donation from SWIFT (Southwest Washington Independent Forward Thrust) will fund the first adult software package for Washington Elementary School's community lab.

VANCOUVER SCHOOL DISTRICT FOUNDATION

The Vancouver School District Foundation was established in 1988. Its purpose is to help students achieve the education they need to succeed in an increasingly complex and demanding society.

Foundation funds are distributed for educational purposes which lack public funding. The foundation's mission is to ...

... encourage and motivate students to their highest level of achievement;

... help students move into productive societal roles by supporting academic, vocational, social and cultural endeavors;

... help and encourage work training, advocacy and job placement, and life skills training for students;

... actively marshal human and financial resources of the community to accomplish these objectives;

Gifts pay rich dividends by making a significant difference in the lives of tomorrow's citizens.

- By helping to make possible parenting classes in many schools, parents receive a much needed opportunity to learn how to meet their children's physical and emotional needs. Well-cared-for students are more apt to stay in school and achieve more.

- By preventing one student from dropping out of school, it moves an employable person into the job market, someone who will share the tax load.

- By helping coordinate social services to families, it can ease physical and social problems which hinder students' ability to learn.

- By providing scholarship incentives, it encourages students to seek education beyond high school.

INTRA-DISTRICT PARTNERSHIPS

Shumway kids helps tots - When the staff at Little Acorn Preschool counts blessings, Shumway Middle School is numbered among them. Linda Meade, Phil Harding, and other Shumway faculty have placed 18 students at the preschool.

The students work three days a week in three classrooms with three-to-five-year-olds. They give one-to-one assistance with small manipulatives, reading, snack, fine motor crafts, and playground supervision.

"The students sent to us are top notch: independent, mature and invaluable," said Marianne Eddington, the preschool's director.

COMMUNITY PARTNERSHIPS

GREEN SPACE PROJECT GETS GREEN LIGHT

By next February, Lake Shore Elementary School's staff, students and neighbors will be enjoying a piece of great outdoors — right at their doorstep.

Together, the school and the community are developing a green space. They plan to restore a section of land to a natural habitat for birds by planting native trees and foliage. Also included in the park-like area will be a study center and a neighborhood path with handicapped access.

Part of the property is owned by the school district; the rest is owned by Lake Shore Athletic Club, which has become a partner in the project.

The project is being funded by a $2,200 grant from the U.S. Fish and Wildlife Federation, with Metropolitan Green Space as the supervising agency. Lake Shore was the only site selected by Clark County. Parent volunteer Jane Van Dyke wrote the grant application, and she is continuing to help coordinate the project.

The school is looking for partners to help with the project. Dave Lambert, horticulture teacher at Columbia River High School, hopes to get high schoolers involved with the planting. Yard 'N Garden already has donated some plants. More plants and fencing will be needed to complete the area.

The new green space will be ready just in time for a major centennial celebration being planned for the 1994-95 school year. That will mark the 100th year that a school has been operating in the Lake Shore area. *(June 1993)*

VSD FOUNDATION HONORS HEROES

Five years ago the Vancouver School District Foundation was just a dream. Now, the Foundation gives $40,000 - $50,000 back to students and classrooms each year.

"Today our assets are over $300,000. Our goal is to top $1 million," said Shirley Galloway, outgoing president, to Foundation members and honored guests who had gathered at the Center for Educational Leadership for a recognition luncheon on June 2, 1993.

Nineteen "super heroes" were recognized for their outstanding contributions: Boise Cascade for supporting a computer lab at Washington Elementary School; Business/Educators Roundtable for helping build adult learning programs; Clark Public Utilities for implementing automatic employee deductions; Columbia Business Community for the Arts for hosting and donating proceeds from Arts Crawl; and First United Methodist Church for adopting Washington Elementary School.

Also honored were Great Western Malting for collecting donations through the Hood-to-Coast run; Firefighters, Local 452, for providing dental sealant for second graders' teeth; Jostens Learning Corporation for support of the Renaissance Program; and Lein, Stanek & Willson for contributions for at-risk children. Security Pacific/Seafirst Bank was recognized for supporting the computer education program; St. Joseph's Church for providing shoes, medical and dental services for at-risk youth; St. Paul Lutheran Church women for

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donating clothing and shoes for Hough Elementary School; Voiture 99, 40 et 8, for providing student incentives at Fir Grove Children's Center; and Vancouver Rotary Club Foundation for contributing school supplies for King and Roosevelt elementary schools.

One of the first supporters of at-risk schools, Vancouver Bolt & Supply, started the "Bolt into Books" program at Minnehaha Elementary School and continues to fund staff development. "We cannot afford not to support the children," said owner Doris Johnson. *(June 1993)*

VA PARTNERSHIP HAS HELPED 422 STUDENTS

Vancouver School District's five-year partnership with the Veterans' Administration has provided career learning opportunities for 422 students. Sixteen of those students have been hired by the VA upon completing their Career Focus experience. The VA partnership has been a springboard for other Career Focus partnerships within the district and a model for VA/education partnerships across the nation, according to Jill Carpenter, resource coordinator for vocational education.

Ron Porzio, chief voluntary services of the Veterans Affairs Medical Facilities, and Susan Beedle, assistant chief, were honored by the board for their dedicated work with Vancouver students. Ron Porzio helped develop a vision and spearheaded the original program. *(June 14, 1993)*

RAH, RAH, RAH, RENAISSANCE WILL CHEER STUDENT AND STAFF SUCCESSES

He's got the pass at the 40-yard line! He's at the 30, the 10. It's a touchdown! The crowd goes wild!

She's been in school every day! Her grade point is up to 3.2! She's teaching fifth graders how to plan wetlands areas! And, she doesn't use drugs or alcohol! The crowd roars!

Yes, sports achievements are worth celebrating and deserving of community support. But so are academic achievements, community service, regular school attendance, and a commitment to stay off drugs and alcohol.

With the endorsement of the Greater Vancouver Chamber of Commerce, Vancouver School District is launching the Renaissance Student Recognition Program to reward high school students for their successes on the road to becoming responsible, educated citizens. Local businesses are providing donations and discounts on merchandise to encourage academic excellence, grade improvements, and appropriate school behaviors.

Attendance recognition drawings kicked off the program at Columbia River, Hudson's Bay, Fort Vancouver and Pan Terra on the Monday following spring break. At each school a student's name was drawn from a barrel, and if that student had no unexcused absences for a specified period of time, he or she received $5.00. Attendance drawings will continue throughout the rest of the year.

Students who meet certain criteria will be issued cards entitling them to discounts at local businesses. To receive a Gold Card, with the highest level of incentives, a student must have a grade point of 3.8 to 4.0 for the past quarter. Red Cards will be issued to students with grade points 3.3 to

3.7 and White Cards will be given to students with grade points of 2.5 to 3.2 or those who have demonstrated a .5 grade point improvement with no F's.

To receive Renaissance privileges, students also must demonstrate good attendance and positive school behavior. Three hours of community of school service is required per quarter.

Business leaders also have expressed the desire to provide incentives to school employees to reward their contributions to education. The Chart House donated certificates for dinner for two, and drawings were held at each high school during staff Renaissance information meetings.

The Renaissance Program is being piloted in Vancouver School District this spring quarter under the direction of Jim Sork, Resource Coordinator. The full-fledged program will kick off with fanfare next fall. *(May 1993)*

JOHNSON RECOGNIZED AS SCIENCE GRANT RECIPIENT

Robyn Johnson has been chosen to receive a $14,000 grant in the Partners in Science Program funded by the M.J. Murdock Trust Foundation for Research Corporation.

Johnson, a science teacher at Fort Vancouver High School, will be conducting research jointly over a period of two summers with Dr. Richard Johnson of the Oregon Graduate Institute of Science and Technology.

She will be studying the consequences of gas spills into soils and trying to discover better ways to clean them up. Johnson then will bring this information back to the high school and share it with students.

Board Member Randi Holland and Resource Coordinator Syreece McLean presented Johnson with an Excellence for Education certificate. "This is just one of the number of ways that staff has come out of the Ivory Tower into the community," Holland said. *(April 26, 1993)*

PARTNERSHIP WITH HEWLETT PACKARD APPLAUDED

The Board presented Barbara Kommer, manager of public affairs for Hewlett Packard, a partnership certificate and plaque for her contribution to science education.

Kommer was instrumental in garnering her company's support for high school science learning through the funding of *The Science Screen Report*, a national effort to get current scientific information on meaningful topics out to high school students. Hewlett-Packard funded this project for Clark County science students.

Vancouver's students have used videos and booklets that arrive monthly to explore such topics as global warming, marine science, solar energy, medical research and other science topics.

Dr. Parsley extended his appreciation to Kommer and pointed out that several Hewlett-Packard employees are serving on the district's High School Restructuring Committee. *(April 26, 1993)*

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TELEPHONE SYSTEM WILL LINK PARENTS WITH SCHOOLS

A new partnership with the Columbian Newspaper will open avenues of communication between parents and schools. A telephone information link proposed by the Columbian will allow teachers and other school personnel to record daily, weekly or monthly messages for parents. So far the faculty at 23 Vancouver schools have indicated a desire to participate, and others are considering it.

The Columbian will purchase and own the system. Sponsors will help underwrite the cost of installation and phone line charges (approximately $16,000 to $20,000) per year). There will be no cost to the school district.

A trial run of the system could be in place by mid-April and will continue until the end of this school year. Prior to implementation, letters will be sent to parents explaining the service.

Board approval of the Classroom Connection Program Agreement gave the Columbian the go-ahead needed to line up sponsors. *(March 8, 1993)*

"CHOICE AND DECISIONS" CURRICULUM DONATED BY BANK OF VANCOUVER FOR HIGH SCHOOLS

An extremely generous donation by the Bank of Vancouver will enhance family life education in all three high schools in the District. The bank purchased "Choices and Decisions" curriculum which will be used in "On Your Own" classes beginning second semester. It includes interactive videos to help students learn practical life skills including planning, budgeting, and goal setting.

"The quality of educational materials is out-standing," said Jill Carpenter, resource coordinator who oversees vocational education. She noted that Vancouver is the first school district in the Northwest to have use of the curriculum.

Pam Hicks accepted a certificate of appreciation on behalf of the Bank of Vancouver. Dr. Ed Rankin, board vice-president, presented the award. *(January 11, 1993)*

PAN TERRA STUDENTS SHARE FINAL GEE CREEK REPORT

"I'm seeing students become every day scientists," said teacher Pat Jones about Pan Terra students who have been involved in a year-long study of Gee Creek. Last fall, the students had presented a report to the Board about their in-field studies and cooperative venture with the Advanced Applied Science class at Ridgefield High School. At the June 8 meeting, students presented a final written report of their findings on Gee Creek to the Board.

Syreece McLean, resource coordinator for science, compared science studies with sports. In her analogy, she said, "Each team member must learn and practice individual skills. But if you never get to play the game you don't yet know what it's all about. These (Pan Terra) students have played the game." Thirteen Pan Terra students were directly involved in the study, and 20 were indirectly involved.

According to Principal Steve Friebel the real success of the project came not in the findings of the studies, but in the cognitive and social skills gained by the students. "These are students who have not had success at school before," he said.

During the project, students learned to research and formulate questions. Some developed leadership skills. As a group effort, they composed a final report which will be shared with county officials.

Senior Ken Atkins told the board that the students had found drastic increases in carbon dioxide levels and hardness of the water in the creek between March and June. Students also found that plants can survive where trout cannot.

Upon receiving a copy of the final report, Dr. Partley said, "This is 'A' work in any body's high school." *(June 8, 1992)*

THROUGH RUNNING START, 92 VSD HIGH SCHOOL STUDENTS WILL ATTEND CLARK COLLEGE

Ninety-two students from Vancouver schools have signed up to participate in Running Start for the 1992-93 school year. The program, implemented by the Washington State Legislature, allows students to attend community colleges full or part time to obtain college credits during their junior and senior high school years.

High schools must reimburse the college a proportionate share of the district's state basic education funding. For the 92 students participating in the 1992-93 school year, the district will lose $220,000 in state revenue.

At the May 22 Board Meeting, Operations Assistant Alice Cooley gave an overview of the program. Running Start pilot projects were authorized by the 1990 Legislature. Five community colleges test piloted the program with 358 students participating during the 1990-91 and 1991-92 school years. Running Start will be implemented at all community and technical colleges in 1992-93.

To participate in Running Start, students must be tested at Clark College and meet with high school counselors to forecast for the coming year. Districts determine if college courses are equivalent to high school requirements and designate the amount of credit to grant. Department chairs and Resource Coordinator Jim Sork made recommendations for course equivalents. *(May 22, 1992)*

NEW APPRENTICESHIP PROGRAM OFFERS TEACHERS PRACTICAL WORK EXPERIENCE IN COMMUNITY

Under a new Summer Apprenticeship Program, vocational teachers and counselors may work for local businesses to learn current practices and practical applications of the subjects and skills they teach. So far, four educators in the Vancouver School District have signed up for the apprenticeship program which is new to the region and unique in the state. The program is limited to 15 participants from Vancouver School District for the summer of 1992.

In addition to gaining field experience, participants may obtain college credit through Seattle University. Sponsors of the apprenticeship program are Vancouver School District, Evergreen School District and the Educational Service District 112.

The Board of Directors approved a $10-per-hour rate which will be split between participating businesses and the district for Vancouver School District employees. *(May 22, 1992)*

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VANCOUVER SCHOOL DISTRICT RECEIVES $120,000 FROM STATE FOR JOINT COMMUNITY USE PARK

Vancouver School District has received $120,000 in matching funds from the state for the purchase of property adjacent to Bagley Center and the new Roosevelt Elementary School. In a joint project with the City of Vancouver, the property will be developed into a community park.

Vancouver School District purchased the five acres of property in October 1990 for $240,000. The City of Vancouver purchased approximately 11.5 acres of adjoining property to further enhance the open space.

Washington State Interagency Committee for Outdoor Recreation (IAC) approved a grant for 50 percent matching money for both the district and the city land purchases. The Board of Directors gladly approved the project grant agreement with IAC to receive the district's $120,000 share. *(April 13, 1992)*

TRIO HONORED FOR DEDICATION TO ADULT EDUCATION

Some people just can't get enough of school. Every Tuesday evening, Ted DeVore, Steve Friebel, and Lou Davis go back to school from 6:30 p.m. to 8:30 p.m. DeVore, a 6th grade teacher at Hough Elementary School; Davis, secretary at Hough; and Friebel, principal at Pan Terra Alternative School, were honored by the Board for volunteering their time and efforts at the Evening Adult Learning Class at Hough Elementary School.

Approximately 15 adults are learning keyboarding, math, and computer skills. Two adults are working toward their GED and one parent attends the 6th grade math class each day.

Principal Gary Adams described the atmosphere as "accepting," "warm," and "relaxed." "Adults are learning that education can be fun. This is a step in the right direction — helping adults better themselves," he said. *(February 10, 1992)*

BOARD APPLAUDS OUTSTANDING CONTRIBUTION

Students at Eisenhower Elementary School will be able to produce a quality school newspaper thanks to generous donations by J.D. White Company. The company donated a personal computer, printer with sheet feeder, and Word Perfect and LOTUS software, valued at approximately $1,500 to the school. To recognize the contribution, John Ottosen, manager of information systems, presented a "Partnership Certificate" to Dalene White at the Board of Directors meeting. *(December 9, 1991)*

OMSI PARTNERSHIP MEANS TRAINING FOR TEACHERS, SCIENCE EXPLORATION AND ADVENTURE FOR STUDENTS

As part of the science revitalization, the Board of Directors unanimously approved a partnership contract with the Oregon Museum of Science and Industry (OMSI) for the 1991-92 school year. The partnership will affect students in 58 classrooms in K-12, said Syreece McLean, resource coordinator for science.

OMSI will provide hands-on science activities in the schools. Teachers and students will select from a variety of three-week science units, including Amazing Whales, Kiddy Chemistry, and Physics Fun-Damentals.

Previously, OMSI's traveling program has been geared for students in grades K-8. At the district's request, OMSI is preparing presentations on lasers and holography for high school students.

Gutierrez noted that the cost of the contract, $13,400 is minimal considering the number of students who will benefit. The contract will also provide staff development activities and training. "It's a very good start," said McLean.
(October 28, 1991)

NATIONAL GEOGRAPHIC KIDS NETWORK GIVES STUDENTS A GLOBAL PERSPECTIVE

Students at Truman Elementary School have a different view of Vancouver than they did a month ago. Their concepts of other communities have been turned inside out and upside down with surprising revelations.

Through the National Geographic Kids Network, Challenge students in Evelyn Ko's class and Patty Simonds' class have been using telecommunications to share information with nine schools located throughout the United States, Canada, and Iceland.

With the "Hello!" unit, students were introduced to scientific research methods and computer tools. Once a computer modem was set up at the school, students received a letter from scientists requesting information. Their first assignment was to locate the exact longitude and latitude of Vancouver.

Through telecommunications, students sent that information over phone lines to an electronic mail box. With information received from the nine other schools in their team, they mapped the global address of each school.

Truman students then worked in small groups to gather research about their community, including the economy, schools, climate, government and landscape. Students were encouraged to investigate and use various kinds of research. They were able to share the information electronically with students at other schools and then use that information for analysis and comparison.

Before results from the various schools were in, students made predictions. Some of their findings were not what they expected. Before tabulating data on pets, Truman students predicted that the students in a school in Iceland might own dogs or seals. Instead, their data revealed 20 pet parrots! They were fascinated to discover that a school in Canada had to build a fence to keep out bears and foxes. Another rural school has a classroom with only seven students, whose favorite non-school activity is traveling to the closest Minit Mart.

Students will soon learn far more interesting facts about their world. Information gathered by various teams throughout the world will be shared. Somewhere in the Soviet Union children will discover that the students at Truman Elementary School have the largest number of pet spiders and a pet iguana!

Note: Truman School is the first school in the Vancouver district to be connected with the National Geographic Kids Network. Washington School will access the system for eight weeks beginning January 2. *(October 1, 1991)*

FREE IS A VERY GOOD PRICE: COMPUTER TERMINALS AND PLAYGROUND EQUIPMENT ENHANCE SCHOOLS

When Don Biggs and Associates decided to update office computer equipment, it was a red-letter day for Vancouver schools. The company donated the older equipment, estimated at a market value of $6,000-$7,000, to the district.

Eighteen computer terminals will be placed in the schools allowing students and staff to access information from the district's central computers. These are one generation better than those now being used, explained John Ottosen, information systems manager. Other terminals will be used for repair parts. Four printers and a Microvax II were also donated.

"This is a perfect example of partnership," said board member Paul Gutierrez, as he presented a partnership award to Greg Anderson, president of Don Biggs and Associates.

The City of Vancouver was honored with a partnership award for the donation of playground equipment to John Rogers Elementary School. "It's important to have meaningful activities for our children during recess," said Dr. Judy Price, principal of the school. She noted that neighborhood children have also been enjoying the equipment during evenings and weekends. Two new swing sets and two slides were installed on the school grounds in April. *(September 23, 1991)*

APPLE COMPUTER DONATES SIX COMPUTERS TO DISTRICT

Board member Dale Rice presented Apple Computer, Inc. with a community partnership award. The company donated six Macintosh microcomputers worth a total of $10,000 to the Vancouver School District.

The computers had been loaned to the district as an awareness "travel package" for students and staff. Computers are often loaned by companies for one year, but the gift by Apple was unique, said John Ottosen, information systems manager for the district.

Martin Fromme, account executive, and Mary Erickson, district sales manager, accepted the award for Apple Computer. *(September 9, 1991)*

COUPON BOOK SALES WILL HELP SCHOOLS

The Vancouver School District Foundation's Coupon Book fund raiser will kick off Thursday, September 26, at 3:30 p.m. in the Vista Room at the Administration Center. Booklets will go on sale Friday, September 27, at most schools in the district.

Many coupons are for food and entertainment at two-for-one prices, primarily within the Vancouver area. Discounts on Northwest motels and ski lift tickets also will be included, some at 50 percent off the normal rate.

Cost of each booklet will be $10, with $5 going to the school, $2 going to the Foundation and $3 going to the marketing company. The Clark County Schools Employees' Credit Union contributed $3,800 toward printing costs.

Don't wait too long to purchase a booklet for yourself. Only 12,000 have been ordered, and they're expected to sell like two-for-one hotcakes! *(September 1991)*

WELLNESS MOBILE WILL HELP KEEP KIDS HEALTHY, WEALTHY, AND WISE

Children in Vancouver schools will soon be brimming with good health. The "Wellness Mobile," nicknamed the "Kids Care-a-Van" will begin rolling up to Hough, Washington, Fruit Valley, John Rogers and King elementary schools beginning mid-to late October.

The Southwest Washington Health District, under the direction of Tom Milne, applied for and received a $50,000 state bridge grant to pay for the mobile unit, salary of a nurse practitioner, and expenses for 18 months.

In September, C-Tran donated a 30-foot bus to Vancouver School District to serve as the health-care facility on wheels. Kaiser Permanente donated $2,000 plus durable equipment, including an examining table, chair and desk. The bus is now being painted and equipped to serve as a health-care facility, with much of the work being done by community volunteers.

Pediatric Nurse Practitioner Mary Stevenson was hired two weeks ago to staff the van. She will give "Healthy Kids" screenings - Early Periodic Screening Diagnosis and Treatment (EPSDT) — a statewide screening for those eligible for Medicaid. A social worker from the Department of Social & Health Services will work with her to help enroll eligible families in state health programs.

The target is 80 percent of eligible children receiving an annual EPSDT. Now 20 percent of eligible children, and less than seven percent of elementary age children, are screened annually. The Vancouver schools targeted for the initial program have the highest percentages of eligible children. Screenings for others may be provided on a fee basis.

Stevenson will also treat minor childhood illnesses and will be the primary health-care provider for children who do not see a physician regularly. Parental permission is required, and forms have been sent to parents at those schools.

Children will be referred to specialists as needed. "Everyone is really excited about this project. It will service a population of children who don't get general health care. One goal is to decrease absenteeism in school," said Stevenson.

Because of the shortage of pediatricians in Clark County, local doctors have endorsed the project.

58 BEST COPY AVAILABLE

It's such a wonderful concept. I think it will be a tremendous asset to the community," said Shirley Galloway, president of the Vancouver School District Foundation.

Organizers plan to keep the program going beyond the initial 18-month funding period. "We envision adding a second van and increasing the service area to include more schools," said Stevenson.

Donations are still being sought for medical supplies and equipment, including a computer for record-keeping, a refrigerator for storing vaccines, window blinds, and a heater. If you would like to make a donation, contact Shirley Galloway at 693-8163. *(September 1991)*

"BARGAIN-A-BYTE" GARAGE SALE DUE

It promises to be one of the biggest garage sales in Clark County and the goal is lofty: to help raise $65,000 in local funds to place four community computer centers throughout Vancouver.

The "Bargain-a-Byte" garage sale will be Saturday, September 28, from 8:00 a.m. to 4:00 p.m. at the underground parking lot at City Hall. Pedestrian entrances to the lot are on "C" Street and Broadway. Parking is available along city streets and in nearby parking lots.

The Business/Education Roundtable is sponsoring the fund raiser. All proceeds will go to the Vancouver School District Foundation to support the Community Computer Center "Buck-a-Byte" project.

Donations for the sale are being collected through local businesses, organizations, and schools. Refreshments will be sold.

Through grants, donations, and fund raisers, the Roundtable is working to raise a total of $560,000 to establish four initial community computer centers at Fruit Valley, Martin L. King, Hough and Harney elementary schools. These locations were chosen to target the greatest numbers of at-risk students. The centers will be patterned after a successful computer lab system already in place at Washington Elementary School.

Roundtable members hope to raise the necessary funds by December to establish the computer centers by April 1992. Vancouver School District has already committed $150,000 to the effort, plus school-time staffing for the center, and computer center time for non-school use. During non-school hours, the centers will be used for business training and community classes. *(September 1991)*

GRANGE MEMBERS GO BACK TO SCHOOL

Principal Claude Gove extended the invitation last year. This fall, members of the Hazel Dell Grange took him up on the offer.

On the evening of October 16, approximately 25 grange members descended upon Hazel Dell Elementary School's computer lab. They came not only to see the computers, but to learn how they worked and what they could do for students.

The grange members have a tangible stake in the computer lab and the school. Last year, they donated $300 toward the computer center to improve it for students.

"They are a delightful, wonderfully caring group of people. They show their concern for youngsters," said Gove.

Like kids eager to show off a new toy, he and teacher Lowell Erickson taught, demonstrated, and encouraged the visitors. By the end of the one-and-one-half hour computer mini-session, the senior students were as excited about the technology as the instructors.

"I would grade their efforts at least an "A", said Gove.

The evening class was just one small way to thank the Hazel Dell Grange for their support. Gove added: "I would like to see a sign with huge letters — "Hazel Dell Grange Cares About Hazel Dell School". *(September 1991)*

COMMUNITY COMPUTER CENTERS GET THUMBS UP

"This is public education at its ideal best!" said Board Member Dale Rice about a proposal for Community Computer Centers.

Vern Veysey, Technology Subcommittee Chairperson of the Business/Education Roundtable, presented an overview of the proposal and fund raising efforts to establish four new community computer centers throughout the Vancouver district. Patterned after a computer center piloted last year at Washington Elementary School, four additional centers would be located at Harney, Fruit Valley, Martin L. King and Hough elementary schools — schools which serve the greatest numbers of at-risk students.

The computer centers would serve students during school hours and provide classes and training opportunities for businesses, local organizations and individuals during non-school hours.

The Business/Education Roundtable kicked off the fund raiser August 22. Members are hoping to raise $560,000 by December to install the centers by April. The Vancouver School District has already committed $150,000, plus school-time staffing for the center, and computer center time for non-school use.

"It's a wonderful idea. It's really an aggressive plan," said Dr. Parsley. Board members heartily endorsed the project. "We've already shown what kind of growth these kids can make," said Board member Shirley Galloway. Tested at the beginning and end of the school year, students at Washington Elementary School showed significant gains in math, language, and problem solving.

Acting President Ed Rankin asked that room be left on the endorsement for absent President Randi Holland to include her signature. *(August 26, 1991)*

HEWLETT PACKARD HONORED FOR PARTNERSHIPS

Charlotte Hartman, resource coordinator for Math, presented a "Community Partnership" certificate to Hewlett Packard for giving a Vancouver School District high school classroom a set of HP 48SX calculators with a Classroom Display Unit. Dick Snyder, general manager of Hewlett Packard, accepted the award.

"Calculators are part of the District's plan to support mathematics instruction, so this contribution is timely and appreciated," said Hartman.

Parsley noted that Hewlett Packard has a history of support for education throughout the United States. *(June 24, 1991)*

BOY SCOUTS NAME CARPENTER TOP ADMINISTRATOR

The Columbia Pacific Council of the Boy Scouts of America honored Dr. Jill Carpenter, resource coordinator. Carpenter received the Administrator of the Year Award for her support of the In-School Exploring program.

In-School Exploring serves thousands of high school students in the four county area serviced by the Columbia Pacific Council. Duane Rhodes, executive director of field services for the Columbia Council, presented Carpenter with the award. *(June 24, 1991)*

DISTRICT AND CITY SHARE BUSINESS PARTNERSHIPS WITH STATE

Superintendent Jim Parsley and Mayor Bruce Hagensen made presentations on building partnerships among cities, schools, and businesses at a conference in Bellevue, Washington, February 2, 1991. Shirley Galloway who led an afternoon session at the conference, commended their participation and provided a brief report on the topics shared.

Organized by Seattle Mayor Norm Rice, the one-day session brought together educators and city officials from Edmonds, Seattle, Spokane, as well as Vancouver. Participants focused on building partnerships and compromises for financing schools.

"Our district looked good," said Galloway. She noted the possibility of a follow-up meeting to delve more deeply into solutions. *(February 4, 1991)*

GAISER TO PLAN GEOGRAPHIC NETWORK

Congratulations! Gaiser Middle School has been selected as a pilot site for a National Geographic Kids Network for middle and junior high schools.

Until now, the program has been geared for elementary-age students. Students use computers and telecommunications to do scientific projects on global environmental issues with other schools around the world.

For this pilot program, the service will be at no cost to the school district. Under the direction of George Reese, students and staff will help develop suitable curriculum for middle school students.

Science teacher George Reese applied for the pilot program, which will be implemented sometime during this school year. *(November 1990)*

Chairman UNSOELD. Thank you.

Mr. PARSLEY. Thank you, Tom.

Madam Chairperson and Representative English, it is indeed a pleasure to be with you here today. My name is Jim Parsley. I am the Superintendent of the Vancouver School District.

I have actually two pieces of paper to refer to, and I am tempted to refer to neither, but the first is a compendium, a listing of a number of the partnerships, of which Tom Koenninger has mentioned a number of the key and significant items, but within that partnership enterprise range from the kinds of things talked about by Marian Rutherford at the Hough Elementary School, which is one of our core area schools, the kinds of partnerships with Hewlett-Packard and other business enterprises within the community who are dedicated to improving education, as well as, I think, a more significant partnership with the parents of this community and recognizing that they are the missing ingredient all too often in public education.

Ours is a pervasive view of education. We have a plan, a game plan, a strategic plan which we have had in place since 1990 that has four major planks that are resonant throughout our efforts.

First and foremost is our effort for curriculum revitalization. We certainly believe in the changing workplace and the economic frustrations that are going throughout our economy, in fact the global economy, really imperative that we take a look at the changing needs and implications for curriculum.

I just came back from Europe, and if we are to think that, somehow, in this competitive world, that they have all the answers, they are sitting at 12-percent unemployment in Europe, they have many of the same problems that we are talking about, great frustrations between the monetary collapse, threatened monetary collapse, and some of the agreements that are attendant to the EC, truly a global issue of international competition and the transition from what has been an industrial age economy to that of something that is quite uncertain, the information age economy, is certainly at work here. There is an awful lot of confusion on that.

Education comes off a tradition of a 100-year stable enterprise, a very traditional institution, and it finds itself in the crosshairs of change at the current moment, and I think much of the need to focus on curriculum revitalization has to do with the access of technology that Representative Dorn mentioned and the increased reliance on student performance, the skills that they are going to need in the 21st century versus the traditional knowledges and facts and quotations and citations that were part of traditional education.

We also recognize the second major plank within the Vancouver School District is the need for the development of an investment in our infrastructure. We believe very heavily in technology access for youngsters. This past year, we have implemented 27 computer installations, integrated learning laboratories, which represent all of the K–8 schools in Vancouver.

All told, with our new schools, we have invested $9.5 million in technology and infrastructure improvements in the belief that the individualization of instruction is a profound tool that has been missing in the American agenda, and we would certainly implore Members of the Congress, as they take a look at what is missing

in this current ESEA and also the budget proposal, to recognize that that is business left undone, that the access to technology, the ability to individualize that curriculum, is a major infrastructure investment.

That and the fiber optic linking with information highways finds this Nation behind some of its competitors. Japan, France, a number of those places, are away ahead of us in that arena, and we are still using technologies that are 40 or 50 years' old in trying to compete on a level playing field.

One of our third major elements in this district is that of community partnerships. That has been resonant in our panel's presentation and certainly is a part of our information that we provided to you.

I think the fourth major plank for us is that which is human capital, the investment and belief that our teachers, who come to us frequently from colleges and universities—and we are in the aspect of growing very rapidly; 1,000 students a year is our growth cycle at the present time; we hired upwards of 180 new teachers this year—that they frequently come to us ill-prepared from the colleges and universities to really have the kinds of skills that we need in the modern classroom.

So, we are very heavily endowed and invested in the new training aspects of teacher preparation. We have opened a brand new facility, actually one year in the operation, and that is our Center for Education Leadership at Eleanor Roosevelt School, and that facility, this past year, has offered courses to over 18,000 persons in our community, many of those educators, as they have sought to provide growth opportunities in areas as disparate as technology to classroom techniques to English as a second language opportunities.

We offer our own catalog. In a sense, we offer our own university within the Vancouver school system. Some 109 courses are cataloged as we issue the retraining imperative with our plank.

I think one of the major things with the reauthorization of H.R. 6, the Elementary and Secondary Education Act, is recognizing that it is still early in your legislative process, that the full details of the bill from the administration are yet unknown to us here in the field, and we understand that that will be coming out within the next week or so.

So, it is very difficult to comment in retrospect of any of those aspects, but instead, our understanding is that the concepts associated with the bill are quite positive.

They represent increased Chapter 1 funding devoted to concentration grants. It is likely that the legislation is proposing that Chapter 2 funds be converted into teacher training program funds.

I also understand that the administration's bill will place more emphasis on the flexibility of program options. That seems very desireable and is expected to result in improved outcomes.

We are also aware that the initiatives being led by Vice President Gore in recommending abolition of a number of Education Department programs and cost containment issues and reinventing government are certainly overdue and applauded by citizens throughout the land.

We further would provide Congress input through Representative Unsoeld's office on these issues as more specific knowledge comes our way.

I would say also that we in the Vancouver school community applaud H.R. 1804, the Goals 2000 and Education America Act, and also H.R. 2010, the national service legislation, which are both major pieces of legislation of this administration.

It is clear to us that these and other recommended reforms that are being formulated by the administration do have the potential to strengthen the work of the Education Department and to be of assistance to educators in the common schools.

We also believe that, in this round of proposed Federal legislation, you will be considering a number of opportunities to streamline rules and regulations, something that Representative Dorn spoke to.

We certainly favor anything that will increase local program flexibility. We recognize the interdependency between our Nation's schools and employers in creating meaningful workplace experiences.

The administration has also proposed a comprehensive school-to-work system which in itself recognizes the importance of the types of partnerships we have been talking about here, and we applaud all of those initiatives.

I think you will find that we have within the Vancouver School District been at work on many of the same common themes that are being discussed in Washington, DC. The fact that this work should not lead one to expect quick and easy results is at once to us obvious.

The importance of starting with early childhood education and recognizing that it is to be a seamless fit from K–12, in fact on into higher education, at least to us, is evident.

I think one of the areas, in pridefully pointing to our accomplishments, an area that I am not so proud of—and I will mention two—and has been increasingly associated with the Grant Foundation report, the forgotten half.

We really feel that, currently, an area that needs particular attention are those opportunities for the non-college-bound youth in our community and every other community in this land.

What has happened is that our district, which is very much a blue-collar district, that our students have concluded that higher education is the way to go.

We have upwards of 70 percent of our kids that are pointing towards postsecondary education, but I really believe that an area where Washington State needs to, right now, do more than just rhetoric is in the tech-prep area.

There are examples. In fact, right across the river, the State of Oregon is a national leader in the tech-prep movement. Certainly, we welcome the President's initiatives in this area.

We believe that opportunities for non-college-bound students and for all students need to be increased in the vocational-technical areas.

We are very proud of the Vocational Skills Center here in Clark County, but I will tell you that it is an under-utilized facility. To see that facility utilized six hours a day and to see that our own

community college is dismantling its vocational programs, to us, is disturbing.

Our legislature has, instead, seen it appropriate to start something called Running Start, which is aimed at academic students from the high schools but really has no program like a tech-prep initiative for those students that are looking for technical fields, and certainly, we would applaud that particular direction.

Mr. Koenninger has talked about the Veterans Administration program. We have had over 400 students, 422 students to date, that have gone through that program, in a career-focused program. Representative Dorn also mentioned that particular program.

We think those opportunities for students to increasingly be engaged with school-to-work transition efforts, actual placement in workplaces as they are going through school, is a very important adjunct.

Lastly, we believe very much that the community service initiatives that the President has called for is something that we have been doing here in Vancouver with something we call the Renaissance Program, where business leaders provide recognition through various incentives to students for good attendance, good academic performance for pledging to remain free from chemical dependency and, lastly, by committing to 75 hours of community service in a given academic year.

Those students then are rewarded with a card which has their photograph and has their ID. They are then allowed to participate in a number of discounts at various places of business in town, be they retail outlets or fast food places or movie theaters or those kinds of incentives, and we think that it is high time that we begin to recognize that this generation has an awful lot of great kids, and the kids that are doing well need to be recognized. We spend too much time dwelling on the 2 to 5 percent that have caused such grief.

I close with the inherent belief that the Federal programs today have been far too restrictive and too narrow in their focus, with a reflective look to the past rather than a visionary perspective on the future.

Education throughout our land will have to go through a painful process of restructuring and reinvention as these imperatives are understood.

We can no longer afford to focus on the needs of large-scale institutions or on the appetites of growing bureaucracies. Instead, the true perspective by which all local and Federal efforts should be gauged is whether or not they are truly able to make an impact on the individual learner and in the classrooms of our Nation's schools.

Thank you.

[The prepared statement of Mr. Parsley follows:]

STATEMENT OF DR. JAMES F. PARSLEY, JR., SUPERINTENDENT OF SCHOOLS, VANCOUVER SCHOOL DISTRICT, VANCOUVER, WASHINGTON

Madam Chairperson and members of the committee:

My name is James Parsley and I am the Superintendent of the Vancouver School District in Vancouver, Washington.

I am pleased to provide testimony this afternoon before the Subcommittee on Elementary, Secondary, and Vocational Education regarding H.R. 6, the Reauthoriza-

tion of the Elementary and Secondary Education Act (ESEA). The timing of this hearing makes it difficult to speak to the specifics of the administration's bill as specific details have not yet been disclosed to those of us in the field. It is my understanding that the administration's bill is expected to significantly increase Chapter 1 funding devoted to concentration grants and that this legislation is also likely to convert Chapter 2 funds into a teacher training program. I also understand that the administration's bill will place more emphasis on the flexibility of program options and is expected to result in improved outcomes. I am also aware of the initiatives being led by Vice President Gore in recommending abolition of a number of Education Department programs and the efforts underway to permit greater flexibility for grant recipients in exchange for greater accountability. We will provide further input to Congresswoman Unsoeld's office regarding these issues as further details are made known.

We in the Vancouver school community also applaud H.R. 1804, the "Goals 2000 Educate America Act" and H.R. 2010, the "National Service Legislation." It is clear to us that these and other recommended reforms being formulated by the administration have the potential to strengthen the work of the Education Department and be of assistance to educators serving in the common schools. We are obviously concerned about the adequacy of funding in light of the many difficult decisions which the Members of Congress face regarding the Nation's fiscal situation.

The concepts envisioned in this round of proposed Federal legislation would seem to emphasize streamlining rules and regulations, increasing local program flexibility, and recognizing the inner dependency between our Nation's schools and employers in creating meaningful workplace experiences. The administration has proposed a comprehensive school-to-work system which, in itself, recognizes the importance of the types of partnerships we have endeavored to establish between the Vancouver School District and our community.

Under separate cover, committee members will find a number of these partnerships detailed in the materials provided to the committee. I would like to emphasize several highlights and conclude with a personal observation on a number of needed suggested improvements which should be addressed in the future.

Within the Vancouver Schools, we have adopted four major strategic goals around which our efforts have been focused. These include curricular revitalization, emphasis on human capital (particularly staff development and inservice training needs), community partnerships, and investment in our educational infrastructure. Among these initiatives the emphasis has been on increased expectations regarding student performance, a significant investment in educational technology to improve learning opportunities, recognition that community partnerships are an essential component of restructuring, and providing considerable attention to improving the skills of our professional workforce. The school district has received national recognition for these efforts and this next week will host the National School Boards' Association as its 1993 visitation site. Last year, NSBA awarded the school district a National Pacesetter Award as one of three school districts in the Nation judged to be leading in the development of educational uses of technology in the classroom.

We are also proud of our efforts this past summer to install computerized integrated learning systems in each of our district's K–8 schools (27). These computer installations are expected to foster increased student achievement and equitably provide the Vancouver community with a significant learning resource. Computer centers are being made available to the public for evening use through several partnership efforts at both the Washington and George C. Marshall elementary schools.

We have utilized Chapter 2 funds to assist in our acquisition of much of the aforementioned technology software systems and would favor retaining flexibility in Chapter 2 funding as local school districts consider their own strategic priorities in concert with the Education Department's agenda for improving our Nation's schools.

We are also very proud of the school district's commitment to community service learning. Within the past year, the District's Renaissance program, with the help of local businesses, has provided incentives for senior high school students for excellence in the classroom, a commitment to pursue a drug-free lifestyle, and a commitment to provide 75 hours annually of community service. It is encouraging to note that the concept of community service is one of the hallmarks of President Clinton's agenda.

ESEA funding has provided a valuable dimension to Vancouver School District programs. As our district becomes increasingly urbanized and as we face a period of rapid growth, it is imperative that we continue to recognize the growing diversity of the school population and the increased needs embodied by each of these individual learners. I believe that the Federal Government should put a great deal more emphasis in the area of providing learning technologies to our Nation's classrooms. Most frequently, such technology is only found in new schools which are largely

being built in growing suburban locations or found in limited access compensatory education pull-out programs. As advancements are made in interactive learning and computer-assisted instruction, we face the very real specter of a second-class education opportunity for students not able to access such technology.

We are quite concerned about the growing problem of how to meet the needs of non-college bound youth. We are very proud of the five-year partnership with the Veterans' Administration in providing career opportunities for 420 students in our Career Focus program. This VA partnership has been a springboard for a number of other Career Focus programs in our community. The educational worksite program developed by the Vancouver School District and the VA hospitals in Portland and in Vancouver was recently adopted by the Veterans' Administration as a national model. Far from being a national model on this subject, however, I believe that Washington State has much to learn from our neighboring State, Oregon. That State's leadership in developing Tech Prep programs in partnership between the community colleges and school districts has received only lip service in Washington State. Instead, our State legislators have directed the community colleges to offer academic program alternatives for high school juniors and seniors through its "Running Start" program. While we do have an excellent program and facility embodied in the Clark County Vocational Skills Center, it is my view that such resources are being underutilized and that our community colleges are drifting away from their commitment to meet the vocational and technical training needs of today's students. I applaud President Clinton's call for the delineation of academic and occupational competencies for students, career education and development, extensive links between schools and employers, and meaningful workplace experiences.

I close with the inherent belief that Federal programs to date have been far too restrictive and narrow in their focus with a reflective look to the past rather than a visionary perspective on the future. Education throughout our land will also have to go through a painful process of restructuring and reinvention as these imperatives are understood. We can no longer afford to focus on the needs of large-scale institutions or on the appetites of growing bureaucracies; instead, the true perspective by which all local and Federal efforts should be gauged is whether or not they are truly able to make an impact on the individual learner and on the classrooms of our Nation's schools.

Mrs. UNSOELD. I have a feeling that each of these panels could have been a whole hearing in itself, but we will try to do the best we can.

Karan, I will let you start out with questions.

Ms. ENGLISH. Thank you. Very good testimony from all four of you, some valuable information.

I heard a comment yesterday and I have heard it maybe twice today about teachers maybe being under-prepared for the tools that they have to be teaching.

An example yesterday was a company who had donated a lot of technical equipment and computers and given it to the school. However, the teachers were not trained on how to use those as tools for teaching. Mr. Parsley, you alluded to under-training—I am not sure I am using the right word. But I think this provides an opportunity. Do any of you have ideas, perhaps ones that you may have used, on how to include teachers, as part of this system, part of this new momentum, rather than what I have seen happening, and that is people blaming the teachers for the failure of the system?

Clearly, they are a vital part of this change and this partnership, and we need to be focusing on how we deal with that partnership. Any ideas from any of you?

Mr. PARSLEY. I would like to make two remarks related to your question.

First of all, in regards to colleges and universities, I certainly believe they need to be much more responsive in teacher preparation

and be much more aligned with the realities of the field of education and what is really happening.

They seem to be out of sync with the needs of the marketplace in this regard and, certainly, the needs of the classroom.

The operant models tends to be—and many State legislatures have certainly caused this to be—this condition to be in place—that somehow we hire teachers for the amount of knowledge that they possess at any given moment and their job is simply to come into a classroom and unveil that knowledge systematically to youngsters.

They have completely forgot that the most important part of the ingredient is what is happening in the mind of the student and whether that student is learning anything, and I think that, increasingly, we recognize that learning has to be a lifetime occupation.

It is not something that ends with a college degree, to recognize, in a learning community, it is okay, and certainly industry recognizes that as routine and commonplace, the investment in in-service training and in staff development, and I think our first call would be to recognize that, with professional educators, there is a lifetime commitment to continued growth and to unveil to them the opportunities of technology.

We also have been a national test site for the NBPTS, National Board for Professional Teaching Standards, one of 27 sites in the Nation and only one of two on the west coast, and we are trying to establish brand new teacher certification standards which will be based on teacher competencies before a classroom, rather than on what courses they have taken, and I think that holds great promise.

Certainly, I believe strongly in the inherent goodness of people who are going into the education profession, and their willingness to continue their own education is an indicator of their thirst and hunger for that kind of opportunity.

Secondly, I would comment that, I think, regarding what is happening in education, we have attempted to put forward a plan in which the skills of the teacher, the skills of the classroom, and the skills of the learner are in alignment, that youngsters have within regards to the kinds of outcomes we would like to see them have at the end of their 12-year experience in the public education, that that be part of a seamless fit that begins in the primary grades, progresses through intermediate education, and I think Representative Dorn said that vision very well in regards to Washington's four goals, which in a sense are very much like the National goals that are being discussed.

Mr. KOENNINGER. I would like to address the issue of educator relevancy to the world beyond education, beyond the institution's classrooms, and please tell me if I am appropriate in what I am about to say.

I am stepping into a different role, and that role is as a member of what is called the Pacific Northwest Newspaper Association. That is a professional organization of 55 daily newspapers in six States within the northwest area.

Earlier this week, I participated in an evaluation visit to Gonzaga University at Spokane. Our purpose was to connect with the

people who are teaching journalism there, to tell them the result of their work and how it is affecting us and newspapers and whether their product, namely the students, fit our work, namely newspaper work.

We have been engaged in this program for about three years now. PNNA, as a result of this visitation program, not only has connected and networked with teachers, so it is much easier for them to talk to us and us to talk to them and them to visit us, but we have also provided about $150,000 to institutions, higher institutions within the northwest to help purchase, for example, computer systems, to help purchase materials, to enable some educators to attend professional meetings and take professional training outside the classroom and away from the institution.

Mr. HEIDRICK. I am pretty much in agreement with everything that has been said here.

One of the things that we have done in HP is we have gone out and worked with teachers and done some of the science teacher training and done some of our continuous change or continuous improvement models with some of the schools, and I heard Tom mention this whole thing—the product is the student, is getting that paradigm shift in the educational environment that their product is the student and that their process is education, and as we have worked with the teachers in doing that, we have seen a real significant change in their emphasis and in their understanding, and as they have done that, they have come to the realization that they really need to go out and do marketing and the market analysis, and the market analysis is where is your student going to be working in the future, what is the environment that they are going to be living in, and it helps to make that shift.

We attempt and have continued to attempt, for the last couple of years, to bring in teachers to our environment, to show them what the environment is like, and they are continually in awe, as we bring them in, at robots and automation and the kinds of skills that their students need, and we need more of that, but part of that is getting that—achieving that paradigm shift.

I do not have the answer there, because it is the same problem I pointed out before. I think you get about half of the people who go yes, I understand, they get out there and they take advantage of those opportunities, but the way that the education system is structured, many of them do not take advantage of those opportunities, and we lose them, and I do not know how to break that barrier.

Ms. RUTHERFORD. I guess when I think of preparing a teacher to teach, it occurs to me that there are many different ways that students learn, and higher technology and computers are a skill that most teachers have and they have to learn, because it is constantly being changed and upgraded, but most of the students that come to school at Hough have verbal skills, and they are increasingly strapped to pick up a pencil and write when they get to school, but they can talk, and some of the teachers that have been the most successful dealing with the at-risk kids have been those that can engage those strengths that those children have and cause them to become excited about education and then bringing them along to learning the more technical aspects of education.

So, I would say that all of our teachers probably bring different strengths to their jobs, but I would agree with Dr. Parsley, it is important that teachers receive continuing education.

Ms. ENGLISH. Thank you very much.

Mrs. UNSOELD. Marian, let me follow up and ask you about how the accelerated learning model—how do you feel it is working at Hough School, and how do you encourage more fathers to get involved?

Ms. RUTHERFORD. I think that the way that you can be most successful in encouraging any person to be involved is personally contacting them and talking with them and saying we need your involvement in this program.

When we got out to recruit people to be in the parenting program, you start out with one person, you get them to come, and you say, well, to the next person, your friend, so-and-so, is going to be there. So, they tend to come along. I just do not think that you can possibly underestimate the strength of personal contact.

The accelerated model, I think, has been successful at Hough because it is involving the entire staff, not just the teachers but also the classified personnel, and the cooks and the custodians, everyone in the building is involved with accelerated schools, and the parents.

Our new principle at Hough, Joe Turnage, has been with us for one year. He is a man of incredible energy and enthusiasm, and it is a great tribute to his own personal commitment that we have such a program going at Hough now, and I think that it is critical that all the children at Hough, even though they have been termed "at-risk" and come from disadvantaged families, that they feel a great deal of pride in their school and in their neighborhood, but the staff there helps to reinforce in them.

Mrs. UNSOELD. Very interesting.

Mr. Heidrick, I wanted to first comment that many teachers have told me that they do not know how to get their students interested in what the possibilities are out there, so that they will learn something while they are in a classroom situation, and you just spoke of the awe with which some of the teachers view what is going on inside your plant when they come up. Have you ever thought of having students come?

Mr. HEIDRICK. We do have students come, and we have similar responses.

Mrs. UNSOELD. Do you know what happens, then, after that? Are more of them interested in getting prepared to be able to do some of the things that they see are possible at HP?

Mr. HEIDRICK. I guess they are, but I do not think we have enough experience to say that for sure.

Certainly, on an individual basis—and again, here, individual contact is a lot of the key—the students that we have spent mentoring time with, places where we have put our employees in classrooms and exposed those students, we have had very good success.

Just the casual walk-through kind of exposure I am not sure has a tremendous impact, other than awe.

Mrs. UNSOELD. I wanted to follow up on something that you said in your remarks, that some of what you had done you felt had

worked very well and some you were less pleased with. Could you elaborate on that and tell us how you might remedy that or what you would suggest we look at?

Mr. HEIDRICK. I believe that was Dr. Parsley who said that. What I had talked about at the end was that we had had varying responses from people——

Mrs. UNSOELD. Right.

Mr. HEIDRICK. [continuing] and that, to us, has been a real challenge.

One of the things that I think we need and I think has started to happen in the last couple of weeks, especially with all the publicity that the literacy testing has gotten, has been just this general awareness, and certainly, not so much in southern Clark County but in northern Clark County and more of the rural areas, there is a sense that there is not a problem, that their kids are getting a great education and that things are going to be fine and that they are going to have jobs, and yet, those are the students that are coming to talk to us, looking for jobs, and cannot pass the test, and I do not think that the fault lies with any one group or person in particular, but when you have a mindset that everything is okay, you cannot make progress. The first thing that has to happen is people have to realize they have a problem before they go about solving it.

Part of that is just making it more visible, and I think, as I said, part of this publicity, I think, has done some of that, but part of it is getting our community leaders and our legislators and our public officials to come out and say things, that there is a problem, or to get our business leaders to come out and outright say we have got a problem here and we need some help and we need you to work with us.

Mrs. UNSOELD. Dr. Parsley, I wanted to ask you about whether you feel that there should be readiness standards somewhere and how we might initiate a process where we will have children better prepared to learn, because of the surveys that have happened lately and the reports—if 30 percent of our children are coming to school unprepared to learn and, as adults, almost 50 percent are not doing very well as far as literacy is concerned, we have lost another 10 percent along the way somewhere. So, what about readiness standards, and what can or should be done there?

Mr. PARSLEY. A couple of aspects. I think that this is—the information that came out regarding literacy really is speaking to technical literacy, and in fact, in comparisons with—a number of research studies indicate the United States leads the world, the western world, in terms of its teaching of reading. We certainly do not in mathematics and science. We are near the bottom of the 13 comparisons, either 11th in one or 12th in the other, but we are first in reading.

Now, the issue is technical literacy. As point of fact, I think our schools—and this is back to the higher education dilemma—have traditionally been turning out people who are prepared to teach literature, and the four-year high school experience in English tends to be one of literature.

Youngsters are exposed to the plot, to the storyline, can tell you about the love triangle at work and could tell you about all of the

things that are inherent in the story, but when it comes to reading a technical piece of information and being able to translate that and convey any kind of understanding, frequently they have not been exposed to that.

The colleges and universities in our State now require a technical literacy test as an admission criteria, and we have the same thing happening there. These are college-entering students that are leaving the four-year high school, and as they enter into the college program, we are finding that a very high percentage of those fail the technical literacy tests, they have not had those kinds of experiences.

So, I think that is a major lesson that we have learned, and I think that we have got to do a lot better job, both at the college preparation area as well as our own teaching of technical reading skills.

One of the examples and why that is so important is in the automobile analogy that Representative Dorn spoke to with his beautiful model of the 1955 Chevy.

The manual that probably was operant to—the repair manual and the owner's manual or the mechanic's manual, at that time, for that particular unit, probably did not go anymore than 300 pages, and a good mechanic could tell you what was wrong with that engine by just simply listening to it.

The manual that is associated with a brand new car today, be it a Ford or any other make, a Chevy, you are dealing with a quarter-million pages of highly-technical information, and that quarter-million pages would be on some kind of a computer CD–ROM terminal access, and you have to find out from the code number the precise week that that car went off the assembly line to be able to tell what the electronic components are and all the rest.

So, my point in all of this is that it is a very technical world that we are entering, and the old skills, the old traditional reading skills—and if people think that past generations were better equipped to handle the age of technology, they are dead wrong.

In the 1950s, we were producing—about 40 percent of our folks had high school diplomas, and they are dead wrong. Those generations were very ill-equipped to deal—in fact, today's adults are very ill-equipped to deal with the modern world of technology.

So, the answer is we need to recognize the importance for a lifetime of learning. We need to recognize that technical reading skills are a new area of emphasis in the curriculum, and perhaps we need to do a little less with literature and whole lot more with those technical reading requirements.

Mrs. UNSOELD. Very good.

Tom, in your role with the paper, you are an observer of human nature, and over and over again—and I saw it when I was in the State legislature, I see it in Congress—when things are not occurring as people would like them, we want to make them more accountable, and that usually means more strings.

How do we reverse this—I am posing this first to you but also for any of the panel—and are there specific strings that you are aware of, because I think we have an ideal opportunity with this administration—the process Vice President Gore has set up, I think, can apply to education and the classroom, as well as what

happens within the Federal Government, but how do we avoid imposing more regulations in order to be accountable, and how do we start removing some of those strings?

Mr. KOENNINGER. You are asking me how I think Congress should behave?

Mrs. UNSOELD. It is a human nature thing. The accountability is requested by the public. They say we are not satisfied, we want it to be better, and so, the elected official response is to make it more accountable, we will be tougher on them, we will require them to do more things.

So, again it is that seamless fit that Jim was talking about. Now we have got to start slipping that robe off and putting a different one on.

Mr. KOENNINGER. I think the key word is "involvement," involvement as in this kind of field hearing to gather information, involvement within the community, as I have mentioned, involvement on projects that bring parents into communication with educators, not only that but involvement that brings parents within the classroom for greater understanding, and I think the level of understanding is the key goal here, and that level of understanding is achieved through involvement, and I think that the fewer restrictions that result from congressional actions, the better off the public will be and the more responsive the public will be to Congress and to what is working.

Right now, the sense that I get about community and the public is an attack on bureaucracy in any form and wherever it is found.

When examples of less bureaucracy, fewer bureaucratic actions become evident, I think there is greater buy-in on behalf of the public, and I think that applies to all levels.

It applies to all contact with government, from the local level right up through Congress to the administrative level.

Mrs. UNSOELD. Go ahead, Buck.

Mr. HEIDRICK. I guess I would like to suggest one other thing. It seems to me that, for a long time, what we measure is the inputs to the system and little spots along the way: Are the dollars being spent the right way? Did somebody go out to lunch with this? We are measuring the wrong things.

I would submit that what we need to measure is the outcomes: Are the funds resulting in some positive results? Are those measurable, demonstratable? If you can do that, you have got the whole job done.

Mrs. UNSOELD. Go ahead, Marian.

Ms. RUTHERFORD. I think that you are right, that the public wants accountability, but then I also believe that there is a resistance to Federal mandates, and it reminds me of when we were struggling with the Growth Management Act in the State of Washington recently, the contrast between one possible method of doing it that was termed the "top-down" approach, as opposed to the "bottoms-up" approach.

So, again, if we can return the control and the accountability to the local level, I think everyone will be happy.

Mrs. UNSOELD. I do not disagree with you, and I, too, do not believe that there should be a top-down dictation of what takes place, but then what role is there for the Federal Government to assist

you with what you are trying to do? Back off? Go away? What is appropriate?

Mr. KOENNINGER. What is appropriate is to take the mystery out of what you are doing and what is happening. I mentioned understanding. Create that level of understanding at the local level, so there is a connection from local to Federal, so there is not this barrier to understanding represented in the intricacies of the workings of the Federal Government.

Mrs. UNSOELD. That is a broad one, but I was trying to be a little more specific about education.

Mr. PARSLEY. I think Buck Heidrick said it in a way that I would echo, and that is that I think, when we start to measure the value of the Federal dollar on the impact with youngsters and we begin to recognize that many rules and regulations have been incumbent upon the bureaucratic machinery over the years—I have been in education now for 30 years, and I have seen the development of the ESEA program, I have seen the Title, the Chapter programs come and go, and it is always a monumental thing. It is like that analogy of the automobile manual, which has now gotten technologically impossible to read——

Mrs. UNSOELD. I will never forget that image.

Mr. PARSLEY. [continuing] and it has gotten thicker and thicker, and it is now a quarter of a million pages, and that is literally where they are. The same thing has happened in education.

I think many of us applaud the cuts in education that are being discussed by the Vice President if those result in fewer bureaucrats and result in fewer restrictions.

I would certainly ask that you not make cuts in the dollars that actually reach the classroom, and I think that is what Representative Dorn also tried to indicate, that less intrusive government is what people seem to be looking for, more involvement at the grassroots level and perhaps within a menu of choices, so that we are not unresponsive to the needs of rural America or we are not unresponsive, in my case, to the situation in the urban school district, where we feel our kids are every bit as important as any kid in any affluent suburb in the country and feel that they—ultimately, what they are able to do, the kinds of opportunities they are exposed to will be a real test.

I think there are two other things that are off the wall that you will not hear frequently that I will mention.

One is that—I am going to get back to this fiber-optic network and highway. There are nations in the western world and also in Japan that are so far ahead of us in technology that they have linked the home, the school, the libraries, the workplace, and we are dealing with, in this community, frequently, rotary dial phones. I mean we are almost turn-of-the-century technology, let alone in a fiber-optic world. So, that is a major infrastructure investment. It does not relate to ESEA reauthorization, but you will find that elsewhere in your congressional agenda this year.

I think the second job for us as we take a look at what is happening in education and in the Federal role is a menu of choices that look for results for kids in the classroom and fewer of these strings that are tying up the particular packages.

Technology certainly would be an afterthought. I think that that is really important. What is happening now is that you will find technology in two types of locations.

One, you will find it in growing, affluent, suburban districts, where they are building new schools and taking a percentage of the dollars and putting it into technology, and you will find it then in compensatory education classrooms where it is a pull-out model only for kids who are way, way behind.

I think that all kids need and deserve the kinds of opportunities that allow instruction to be individualized, allow them to progress just as fast as they can.

We ought not to be limiting what a youngster can do in elementary education. I believe in the accelerated school model that Marian Rutherford is talking about. Instead of remediation, we should be talking about acceleration, and if a youngster has talent and interest, we ought to take that youngster as far and as fast as we can go. The only way you are going to do that is certainly to bring new tools to the front.

So, I am optimistic. After all that is said and done, I am optimistic as an educator. This is the most exciting time in my 30-year career.

I am optimistic about where this district is going and certainly feel that the themes that you are discussing in Congress are the right ones, and I will ask you to stay in there and recognize that you do make a real impact on what is happening in the local districts.

Mrs. UNSOELD. Buck, you had something you wanted to add.

Mr. HEIDRICK. I just had one other thought.

I chair the Southwest Washington Tech-Prep Consortium, and it is a partnership between some junior colleges, some local high schools, and we are exploring ways to make tech-prep a reality in southern Washington, and we have involved several businesses, and one of the things that has happened is, because the dollars that are funding the consortium are so wrapped in bureaucracy and specific ways that we can do things and what we can use the dollars for that many of the creative ideas that people from industry and business and the schools have come up with to solve some of these problems are eliminated from our ability to use, because they are so tightly bound, versus sending a goal ahead of us of saying we are looking at your outcomes, here is the funding, go for it and use whatever creative means you can.

Mrs. UNSOELD. These are some really fine ideas for us to continue to digest, particularly as we are getting into making more technology policy at the Federal level. I think Tom is absolutely right. Let us pull the veil away before it stiffens up there.

Go ahead.

Mr. KOENNINGER. May I offer one short run at the question and that is to take the incentive out of programs that leave at-risk students headed toward nowhere, to motivate them to get involved in education so that they are contributing members of society and not the recipients of public funds that are wasted on them and wasted on the productivity of this Nation.

Mrs. UNSOELD. Excellent. Excellent. Good panel. I would love to go on forever, but we have another panel. Thank you very, very much. You have been most helpful.

I would reiterate the anything you have in writing will go into the official record. So, you can use this time in any way that you like. If things have been said in an earlier panel that have triggered some new ideas of your own that you want to add to whatever you had written, feel free.

I will start out—how shall we do this? I think I will start out with Terry Parsley, Manager of Vocational/Technical & Career Education, Evergreen School District.

Terry directs and administers vocational and career education programs, is involved with the Washington Vocational Association, and is responsible for coordinating all districtwide business/education partnerships.

Terry.

STATEMENTS OF TERRY PARSLEY, MANAGER, VOCATIONAL/TECHNICAL & CAREER EDUCATION, EVERGREEN SCHOOL DISTRICT, VANCOUVER, WA; DIANE CHASE, MATH DEPARTMENT CHAIRPERSON, PACIFIC JUNIOR HIGH SCHOOL, VANCOUVER, WA; KATHY ROHRER, ADMINISTRATOR FOR SCHOOL AND AGENCY OPERATIONS, EDUCATIONAL SERVICE DISTRICT #112, VANCOUVER, WA; AND JIM FENSTERMAKER, PRESIDENT, BATTLE GROUND SCHOOL BOARD, BATTLE GROUND, WA

Ms. PARSLEY. Thank you very much.

Madam Chairperson, Representative English, and members of the committee, I am pleased to be here. I would like to add, also, that I am—also, I have 13 years in business as well as—this is my 17th year in education. So, I feel that handling the business/education partnerships for the Evergreen School District has been a nice blend of my experiences.

The Evergreen School District, I wanted to mention, too, has an enrollment of about 16,400 students this year and is increasing each year, as are the other districts in the area, from the influx of residents into the Clark County area.

We have been an active participant with other area school districts in the establishment of community links with education to extend beyond the classroom walls for realistic learning opportunities for students from pre-school through high school graduation.

We are involved in the Business-Education Partnership with the Educational Service District 112. That grew out of an articulated need of business and education a number of years ago to establish and promote linkages between the business community and education.

This effort has grown over the years and is becoming more visible and viable in its effort to provide extended and realistic learning for students. Kathy Rohrer will address this effort. She is coming up.

A comment I would like to make is that we are becoming more successful each year with our efforts to increase these community linkages to education, but so far the monetary support has been shouldered basically by education. I think that is a real key point.

Each year, hundreds of business people assist in the educational process by providing money, goods, and services, which have been demonstrated in the panels prior. They willingly and enthusiastically take on roles as classroom speakers, mentors, internship site supervisors, employers as well as sponsors of activities, and in some cases, they take on entire schools and sponsor them.

The Chamber of Commerce has recently established, through the Education Committee, a School Liaison role. We are having trouble getting people to offer their services, to take on these schools. With over 100 schools in our area, you can see that the size of this project is monumental.

This is a noble effort to foster more productive community linkages with business and education. There is a stated need for these linkages and many more Liaisons are needed to meet this need.

The vocational programs, which I have had a lot of experience with, have hundreds of community representatives who actively participate in the design of curriculum, equipment, and facility needs as advisory committee people in the preparation of students to be productive citizens ready to meet the needs of the workplace now and in the future.

As workplace needs have changed, so have our vocational programs. We have programs such as Health Occupations, Dental Assisting, and Health/Medical, which meet the exploration and training needs of one of the fastest growing occupational areas, which is health care. Other new vocational programs include American Sign Language, TV Production, Computer Aided Drafting, Desktop Publishing, and Computer Integrated Manufacturing.

These are a few examples of the new programs offered to students to meet the needs of the changing workplace. As you can tell from the names of these programs, vocational education has changed tremendously from the shop, typing, and cooking of past years.

These new programs are the result of the tireless efforts of community business people and educators working together to make learning relevant and prepare the workforce which can keep our country competitive in the global economy of the 21st century.

While there are many good efforts, these have required time and expense on the part of education to go out and knock on doors to find the many willing participants in the training of our future workforce.

With over 250,000 residents in Clark County and being situated in the Portland Metro area with nearly 3 million people, there are a lot of doors to go and knock on, and there, frankly, are not the resources to make this as efficient as it can be for all participants.

We need to break down the walls of the classroom and have the community become more active participants in education. We need high-skill employees to meet the challenge of a first-class workforce to keep America in the forefront in this global economy. Suggestions and considerations for this include:

Apprenticeships which effectively and carefully connect high school students, work experience, and postsecondary certificates or associate degrees.

Restructuring business to provide incentives—and we have discussed a few of those incentive ideas here—to invest in the development of their employees and student learners.

Incentives need to be available to business and industry which encourage them to enter into partnerships with education which extend the education of children into the workforce as a part of transition from school to work.

These efforts need to be organized in each State on a regional basis so that we are maximizing resources of people, time, and money. In the Vancouver area, we need to consider the entire Portland Metro area in this organization.

There needs to be regional sharing of the successful model partnerships that work with business and education. The National Association of Partners in Education, Incorporated, has an excellent notebook based upon these successful partnership models for starters.

There needs to be a financial incentive made for trade and professional organizations to partner with education in the preparation of tomorrow's workers.

While some employers will be fearful of investing time and money in educating youngsters only to lose them to competitors, they need to realize that the consequences of not investing will result in our entire national losing to global competitors.

We need to build a sense of urgency with education, the community, and business for the need to work together in educating our children to be competitive in the global economy in which we live.

Thank you.

[The prepared statement of Ms. Parsley follows:]

STATEMENT OF TERRY PARSLEY, MANAGER, VOCATIONAL/TECHNICAL AND CAREER EDUCATION, EVERGREEN SCHOOL DISTRICT, VANCOUVER, WASHINGTON

Madam Chairperson and members of the committee:

My name is Terry Parsley. My title is Manager of Vocational-Technical and Career Education in the Evergreen School District #114 in Vancouver, Washington. In this role, I am also a resource facilitator and assist in the coordination of business/education partnerships for the schoool district. My experiences include 13 years in business and 17 years in education. The Evergreen School District has an enrollment of 16,400 for the 1993–1994 school year and is increasing with the influx of residents in Clark County.

The Evergreen School District is an active participant with other area school districts in the establishment of community links with education to extend beyond the traditional classroom walls for realistic learning opportunities for students from preschool through high school graduation. The Business-Education Partnership, coordinated through the Educational Service District 112, grew out of an articulated need of business and education a number of years ago to establish and promote linkages between the business community and education. This effort has grown over the years and is becoming more visible and viable in the effort to provide extended and realistic learning for students. Kathy Rohrer will address this effort. A comment I would like to make is that we are becoming more successful each year with our efforts to increase these community linkages to education, but so far the monetary support has been shouldered by education.

Each year, hundreds of business people assist in the educational process by donating money, goods, and services. They willingly and enthusiastically take on roles as classroom speakers, mentors, internship site supervisors, employers as well as sponsors of activities and, in some cases, entire schools.

The Chamber of Commerce has recently established, through the Education Committee, a School Liaison role. So far, some of the schools in Clark County have a liaison; but more are needed. This effort links a volunteer business representative with a school to coordinate community resources to meet the needs of learning opportunities for students. With over 100 schools in the area, you can see the size of

this project. This is a noble effort to foster more productive community linkages with business and education. There is a stated need for these linkages and many more Liaisons are needed to meet this need.

The vocational programs have hundreds of community representatives who actively participate in the design of curriculum, equipment, and facility needs as advisory committee people in the preparation of students to be productive citizens ready to meet the needs of the workplace now and in the future. As workplace needs have changed, so have our vocational programs. We have programs such as Health Occupations, Dental Assisting, and Health/Medical, which meet the exploration and training needs of one of the fastest growing occupational areas. Other new vocational programs include American Sign Language, TV Production, Computer Aided Drafting, Desktop Publishing, and Computer Integrated Manufacturing. These are a few examples of the new programs offered to students to meet the needs of the changing workplace. As you can tell from the names of these programs, vocational education has changed tremendously from the shop, typing, and cooking of past years. These new programs are the result of the tireless efforts of community business people and educators working together to make learning relevant and prepare the workforce which can keep our country competitive in the global economy of the 21st century.

While there are many good efforts, these have required time and expense on the part of education to go out and knock on doors to find the many willing participants in the training of our future workforce. With over 250,000 residents in Clark County and being situated in the Portland Metro area with nearly 3 million people, there are a lot of doors to go to and there, frankly, aren't the resources to make this as efficient as it can be for all participants.

We need to break down the walls of the classroom and have the community become active participants in education. We need high-skill employees to meet the challenge of a first-class workforce to keep America in the forefront in this global economy. Suggestions and considerations for this include:

Apprenticeships which effectively and carefully connect high school students, work experience, and postsecondary certificates or associate degrees.

Restructuring business to provide incentives and to invest in the development of their employees and student learners.

Incentives need to be available to business and industry which encourage them to enter into partnerships with education extending education of children into the workplace as a part of transition from school to work.

These efforts need to be organized in each State on a regional basis so that we are maximizing resources of people, time, and money. In the Vancouver area, we need to consider the entire Portland Metro area in this organization.

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There needs to be a financial incentive made for trade and professional organizations to partner with education in the preparation of tomorrow's workers.

While some employers will be fearful of investing time and money in educating youngsters only to lose them to competitors, they need to realize that the consequences of NOT investing will result in our entire national losing to global competitors.

We need to build a sense of urgency with education, the community, and business for the need to work together in educating our children to be competitive in the global economy in which we live.

Mrs. UNSOELD. Thank you.

Diane Chase is the Chair of the Math Department and has participated in the Summer Business Education Externship Program for teachers. She worked compiling a summary of partnerships for ESD 112. She has been a teacher for 20 years, Teacher of the Year last year—congratulations—and was recently awarded a grant by the McDonald's Foundation to begin a pen pal project with Russian students.

Diane.

Ms. CHASE. Thank you.

It is an honor to be here, Madam Chairperson and Representative English, and my school is also honored to know that I was invited.

I seem to be an educator who is currently teaching. So, if you want some suggestions from me, I have lots of them.

The Summer Externship Program, first of all, is a program to have teachers go out into the business world and work for one to six weeks.

It is funded equally by the businesses and the education system, through the school district, and it gives the teachers an opportunity to experience the real world outside education, not that education is not the real world.

So, my special experience was to do a special project called Education-to-Work Project, which collaborates with all the things we are talking about, to visit 10 different businesses in Clark County, and I interviewed approximately 50 people, to find out the skills that the employers thought were important to be successful in the real world.

Mr. Coffey, David Coffey, from my school, represented the language arts specialist, and I represented the mathematics specialist, and we had all of our questions prepared, and we decided, from the very first interview, that we would allow the interviewee to lead the interview, instead of our directing it, so that it was up to them to tell us what was important, and we had our eyes awakened from the very first person.

We expected them to—I expected them to say things like they need to know how to add and subtract fractions, they need to know where the decimal points go, et cetera, and that is not on their agenda at all.

They said we need people to come to work every day and on time and want to work for our companies. There are many things that involve that work ethic, and we had six priorities from our research material, four of which did not have anything to do with language arts and mathematics.

What I want to point out is the other teachers who were involved in summer externships this summer, when we got back together at the end of summer to share our findings, they had come back with the same skills.

They were surprised to see people come to work on time and, at 5 p.m., they were still working. They found that, even when one particular person had an interruption in the business, they were robbed the night before, the window was broken out, they fixed it, and business was on. It did not stop things. They saw the work ethic was so, so much more important than we realized.

The skills that David and I found out—the packet is very thick, but the summary that we wrote, we tried to compile one that was short enough that people would be interested to read; we also compiled a flyer in case they only wanted to see the main points—involved the work ethic, which means punctuality and coming to work on time and giving the commitment to the company, but it also involves character history.

We want to emphasize to students the importance of having good attendance, good grades, but not just that—that seems to be general knowledge—but also to know what classes did they take. Did

they get a GED when they could not make it through the schools? That was very important to the business world.

People-to-people skills were very important, being able to get along with others, being able to work on a team, and being able to communicate to the public for their business communications; thinking skills, being able to problem-solve, make decisions on their feet.

The communications skills were the language arts area. It was very important to them to have people who could write a letter without mistakes. We need to get that information back to the students, back to the teachers. Absolutely, it does need to be correct.

In mathematics, there are all levels of mathematics necessary. One of the men I interviewed, I said what kind of mathematics? He says, well, just basic math. So, after my interview was over, then I asked my specific math questions. I found out that he was using calculus every day. Basic math? No, that is not basic math. So, we need to be very careful when people say things that they do.

I saw the expertise in the math areas, and I have compiled much, much, much information on that to help other math teachers.

Another very important thing is there is no partial credit out there. You have to have everything done on time, complete, and accurate.

Now, what I found with this information is that we really need to get back to the teachers, the students, and the parents, to let them know the importance of quality.

I have already been asked by several different communities, teachers, to talk to other teachers, to talk to students, and I hope that I am asked to talk to parents, also.

I am going to point out that every person that we interviewed felt that not all of this comes from education. Much of it comes from the parents.

The research that I got is vital to Clark County, because what we did was verify research that has been done across the Nation, but we verified it right here in our hometown, and people—I speak to even one person about it, and they want me to talk forever about it. It is very exciting to me.

[The prepared statement of Ms. Chase follows:]

STATEMENT OF DIANE M. CHASE, MATHEMATICS TEACHER, VANCOUVER, WASHINGTON

This summer, from July 6 to July 21, 1993, I, Diane Chase, worked on a Summer Externship project collaborated between the Evergreen School District #114 and the Educational Service District #112 and Clark County Youth Employment Service.

The "Summer Externship for Secondary Educators" is a program designed to give teachers experience in the business world. The concept is for teachers to gain working knowledge outside the educational environment so that they may bring back "real world" insight to the classroom. There is a direct partnership between the private business and the school district of the individual teacher. The teacher may work from one to six weeks at $10 per hour with the costs shared equally by the business and school district. The time framework is determined by the individual business, teacher, and school district. I highly praise this program and am grateful to both business and education for offering this opportunity to me and my fellow teachers.

My Summer Externship was unique. David Coffey, an English teacher, and I worked together for two businesses: the Educational Service District #112 under the supervision of Phyllis Goldhammer, who is the Business Education Partnership Co-

ordinator, and Clark County Youth Employment Service under the supervision of Susan Gilson. We worked on the "Education-to-Work Project" which was a planned research project designed to find the skills needed by employees in order to be successful in the workforce. David Coffey represented the field of Language Arts and I represented the field of Mathematics. We had the opportunity to visit 10 businesses and interview 50 employees in Clark County in the State of Washington. Our object was to find the skills that the business world deemed important for our students to learn in order to be a successful employee.

David Coffey was to determine skills needed in language arts and I was to discover the important mathematical skills needed. However, what we discovered was far different and more than what we expected. The information we gained is extremely important and we are excited to share our information with anyone who is interested. We feel that this information is vital to students, teachers, and also for parents. We prepared a summary of our findings, which I have included with this testimony. In one brief sentence I could state simply that employers want people who have a good work ethic and who are committed to their business. There are more details of the specific skills desired by employers explained in the summary. Also, at the "Summer Externship" sharing session, the other teachers who participated in a "Summer Externship" identified many of the same skills in the business world that they experienced. Most teachers shared that the knowledge they gained is very valuable to educators and students.

Thank you for giving me this opportunity to share my experience and the knowledge I gained during my Summer Externship research, the "Education-to-Work Project."

Mrs. UNSOELD. That is exciting.

Kathy Rohrer, creator of the Business Education Co-op for ESD 112, is the Administrator for School and Agency Operations. Kathy was also a member of the Planning and Development Team for the Southwest Washington Child Care Consortium, something else that this community is doing a very good job of, and Kathy created a Business Education Resource Bank for ESD 112. She is a former reporter from The Columbian and a former journalism instructor.

Kathy.

Ms. ROHRER. Thank you, Jolene.

Representative Unsoeld, Representative English, staff members, and visitors, it is a pleasure to be here today to kind of summarize for you our views on education/business partnerships and the direction in which we think our community is heading and some things that we would like to see our national government also address.

I am going to outline for you today the process in which we established our business/education partnership here in Clark County, talk a little bit about the elements of that and a couple of the stars and then give you some suggestions on what we hope you will consider in considering the reauthorization of the ESEA.

When I first started out to try to examine or explain business/education partnerships, I kind of sat back and I thought, when I was a child, I used to lean on the grass and look at the heavens, and in fact, I did that last week, and I thought that is a perfect parallel.

Our business/education partnership concept is as vast as outer space. In effect, it has some uncharted elements. There is the excitement of the unknown. There are some bright and burning stars of the programs you have heard about today in the Vancouver and the Evergreen districts.

There are some glowing bodies that just kind of hang out there and go on from day to day and year to year, making a real difference in the lives of children and students, be they mentorships or student tours or contributions of the business community.

In addition, there are some real black holes out there, and there are some dangers that we have to be aware of and understand when we look at this whole concept of how do we duplicate and encourage business/education partnerships and how does it integrate into our whole education system?

Throughout all of that, we found that information is power. The needs of our communities, as represented by our districts, and in our business/education partnership in southwest Washington, our local districts self-assess themselves the fee to pay for a coordinator to gather and facilitate our partnerships.

Phyllis Goldhammer is a part-time employee of the ESD and works individually with each of our partner districts in assessing their goals, determining their needs, and setting a list of activities for the coming year.

One of those activities last year was the Summer Externship, which involved Vancouver, Evergreen, and a variety of teachers in the business setting, and as Phyllis contacts and works with our districts, our districts also provide us with the entre and the information and the suggestions to how we can tap into our business community and ascertain their needs and directions.

In Clark County, we started out with the business/education partnership about five years ago. It was through an ESEA Federal Chapter grant through our State. We thought it was very simple to just list all of the partnershipping and business activities going on in our school. This was the first year. The second year supplement doubled it. The third year, we receive another technology grant to convert it to computer base. The information changes and adds so frequently that even that is not the most effective way to keep up with what is going on.

So, our key was—and you have to realize that ESD 112 not only serves the nine public school districts in Clark County as well as the State schools for the deaf and blind and private schools, we have 21 other public schools in six counties, and our charge, as a municipal corporation of the State of Washington, is to equalize educational opportunities for the children in those various communities. So, how do we manage that?

In Clark County, the educational partnership was born through a community forum. We said we cannot do it ourselves; you tell us what the direction and needs are.

A community forum identified the following issues: the need for coordination and cooperation in effort; the need to strengthen existing district efforts and partnerships without diminishing their effectiveness and trust level with their own partnerships but also opening doors to rural communities that did not enjoy the benefits of business and corporate leadership; to eliminate duplication where possible.

We have about 10 communities that deal—whether it is the Chamber or the Kiwanis—that have educational focus communities, and we embrace these committees and relish their interest in scholarships and program improvement, and we try to provide a coordinated effort, so we could tap into knowing what each committee is doing and see how the group came together and could share information.

In addition, we felt a vast need for information referral, and that was the business and resource book.

We also discussed and our local districts said we need to look at ways we in the schools can share our expertise with the business. We put on all types of training workshops for secretaries in our school. Perhaps the small businesses could access those with secretarial—sending their secretaries to those.

How about opening our facilities for business meetings? How about looking at the use of schools for child-care services?

Then we hit on child care. Our business communities told us about four and five years ago that child care was a critical issue for them to attract workers and employees. Our schools are in the education business. Do we expect them to be in child care?

So, we put together a task force on that and launched the Southwest Washington Child Care Consortium. It is a network of 16 child-care centers in three counties, based with school and community involvement.

Those are the elements that we started five years ago, and the business/education partnership of five years ago does not look like the one today. It is a changing, flexible—actually, it is a black hole. It does look like the vast excitement of outer space, because new things are occurring.

You have heard our businesspeople talk about ways in which they are partnering, and what we hope to do is continue those individual trust levels between business and schools and our communities to extend these to all.

We would like the congressional committee and Congress to look at ways, innovative ways in which you can deliver those programming services and direction to our communities.

Terry talked a little bit about looking at us as a regional basis. I wish Randy and Tom were here, because perhaps State grants is not the only way to look at delivering services.

We in southwest Washington are a part of the Greater Portland Metropolitan Area. Our businesses have corporate offices both in Portland and Vancouver. Our employees and workforce is shared between the two State lines. Going up the gorge are White Salmon, Wishram. Small school districts look upon the Hood River and the Oregon areas for resources. We would like the committee to consider a regional approach to some of these opportunities that maybe do not stop with the State borders and State lines.

Again, I would like to echo Dr. Parsley's suggestions on the integration of services. Youth employment, JTPA funds, funded in half our business/education partnership staff person last year. It is opening up new opportunities for work training for at-risk and dropout students in the Camp Adam project up in the Forest Service, the Department of Land and Natural Resources.

Our community service agencies are being very real partners. The utilization of interagency funding, the blending of Head Start services and child care are other options.

[The prepared statement of Ms. Rohrer follows:]

EDUCATIONAL SERVICE DISTRICT 112

Serving schools, their communities, and children

Superintendent
Lorna M. Tomblad

Associate Counties
Clark
Cowlitz
Klickitat
Pacific
Skamania
Wahkiakum

Board of Directors
Ernie Boyd
Jim Forbes
Ray Gonyon
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Marilyn Koenenger
Marion LaBonte
Jack Weber

ESD 112 is an equal opportunity employer

DATE: September 14, 1993

TO: Committee on Education and Labor -- Subcommittee on Elementary, Secondary, and Vocational Education

FROM: Kathy Rohrer, Administrator, School & Agency Operations
Educational Service District 112, Vancouver, WA

SUBJECT: Written Testimony for September 18 Field Hearing, Vancouver City Hall, Vancouver, WA

ESD 112 Clark County Business/Education Partnership

Educational Service District 112 strongly supports reauthorization of the Elementary, Secondary Education Act.

Federal direction, support, and financial resources are critical elements of a successful and equitable system for preparing our nation's children and youth for their roles in society and national leadership. Our future depends on the skills, talents, ingenuity and character of its citizens. It's everyone's job, especially in these times of social upheaval and economic limitations.

What are we doing with our federal, state and local resources in Southwest Washington schools to meet this challenge?

Individual public and private schools, districts as a unit, and regional efforts of the Educational Service District 112 Business/Education Partnership are major players in maximizing community resources, involving corporate and labor leaders, training staff and creating new opportunities for students, staff and their citizens to ensure that education is responsive to today's needs and the needs of the future.

2500 NE 65th Avenue • Vancouver, WA 98661-6812 • (206) 750-7500 • FAX (206) 750-9706 • TDD (206) 750-7504

It's evident that no single effort, process, or approach--whether individually or systemically--can ensure success on its own. An outstanding teacher can make a difference in the lives of many students, but there needs to be follow-through, reinforcement, resources, and opportunities from a great many other players down the road.

We are extremely fortunate in Clark County to have a business and labor community which supports our school financially and physically. For example,

- SEH America (Shin-Etsu) purchased a portable classroom for school siting for child care and now subsidizes employee child care.
- Bonneville Power Administration workers mentor at-risk students; other businesses offer incentives to students for good grades and provide job training opportunities.
- Vancouver Bolt Co., Women in Action, Rotaries and others adopt schools and clothes their needy children.
- The Columbian and Oregonian offer newspaper in the classroom programs and scholarships.
- Banking institutions teach student financial planning, support Special Olympics and other efforts.
- Hewlett Packard donates computers and printers to schools.
- The Port of Vancouver opens its doors to students to see the world through shipping and apply math in real life navigating exercises.
- The Clark County School Employees Credit Union sends a staff member to area schools to work with primary children on saving, disabled students planning independent living, or college-bound students on finances.
- And the list goes on.

I can assure that these efforts of business, labor, governmental agencies, and social service groups to help our local schools are greatly appreciated. The desire to contribute to improving education is growing daily among our private sector friends.

The growth, in fact, is so extensive that Southwest Washington schools saw a need to establish a system to help manage and maximize these partnership opportunities. That led to the initiation of the **Clark County Business/ Education Partnership** in 1988-89. A broad cross section of the business community, joined teachers and administrators of the nine public school districts, two state schools, and several private schools for a Business/ Education forum to discuss mutual expectations, goals, resources and needs.

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That effort identified a need for:

- Coordination--cooperative efforts
- Elimination of duplication
- Information/referral
- Getting businesses into the school
- Opening educational resources, facilities to businesses/agencies
- Child care for employees' children in or near schools

Outcomes included:

- Initiation of the Southwest Washington Child Care Consortium
- Formation of the county-wide Business/Education cooperative funded by self-assessed district fees, coupled with private fees and grants
- Formation of Foundation for Educational Excellence (FEE) Tax-exempt 501c3 status for contributions, gifts
- Formation of 3 broad-based task forces and implementation of job shadowing, mentoring, at-risk partnering linkages to coordinate activities
- Publication of a 200+ resource/referral bank of speakers, tours, student/teacher contacts accessible by computer

In the five years the Business/Education Partnership has been operating, these and other efforts have intensified. Probably the most visible example is the Southwest Washington Child Care Consortium (SWCCC).

SWCCC

Today SWCCC is a network of 16 full-day and before and after school child care centers administered by Educational Service District 112 under cooperative agreements with seven school districts. More than 1,000 children are enrolled in the centers for safe, quality, and educational care while their parents work. This service is supported by parent fees, business-paid subsidies, special low-income rates, and school/special education/Head Start/ECEAP programs.

SWCCC is unique in that it is a truly collaborative effort. The school districts provide space for portable care centers or they allow use of classrooms and gymnasiums when school is not in session. One business leader, SEH America (Shin-Etsu) purchased and helped equip a $250,000 portable center, as well as pays 25% of employee child care at the centers. In addition federal Head Start and Early Childhood Education Assistance Program and early childhood special education services are blended to meet family needs.

SWCCC also cooperates with school and community teen parent programs and families receiving child care subsidies and works with Foster Grandparent and volunteer programs for staffing assistance.

An intensive apprenticeship staff training program is another SWCCC innovation. Through the Department of Labor and Industries, SWCCC provides full training with college credit and administrative support in training quality child care workers for its own centers and the private sector. Parenting information, program referrals, and other services also are offered by SWCCC. Each SWCCC center has its own parent advisory board to assist staff and program managers in the administration of this valuable service.

Business Liaison

Another outstanding success of the Clark County Business/Education Partnership is a coordinated liaison effort between schools and the business community. The Columbia River Economic Development Council provides office space on a part-time basis to the Business/Education coordinator and facilitates access to the corporate world. In addition, the program coordinator represents the interests of county schools on a variety of Chamber, Private Industry, and community boards and committees with interests in and commitment to educational improvement.

Such coordination reduces duplication, time, and helps to "keep a finger" on the wide range of activities and services available to schools. And, just as importantly, it gives businesses and agencies a single focus or contact point for planning, information, and services. In no way does such coordination inhibit the individual efforts of a particular teacher who excites a business friend or contact about supporting a certain student or staff effort. Rather, by tracking such opportunities, other doors are opened.

Accessing Grants/Resources

Just as the local business contacts open doors for a variety of supplemental and enrichment opportunities, the partnership program is receiving growing numbers of requests from districts and their teachers for assistance in accessing private foundation and new state and federal grants and funding sources. The movement toward tax revenue and spending limitations and local special levy dependency create the need for schools to investigate and access available outside resources to support special programs and non-"basic education" offerings. The Business/Education Partnership serves as one-stop information and referral center for grants and other resources for students, teachers, volunteers and parents for:

Scholarships
Existing Partnerships

Supplemental resources--tours; curriculum materials; shadowing, mentoring experiences; teacher and student internships; scholarships; art contests, basic skills improvement contests, math and science camps and experiences; seminars and inservice by educators open to business; alternative certification for retired private sector workers; etc.

* * *

Support for HR 1687

In addition to support of the reauthorization of ESEA, ESD 112 and the Business/Education Partnership support passage of HR 1687 "To provide financial assistance to eligible local educational agencies to improve rural education, and for other purposes." Just as ESEA open doors for school districts in business/education partnerships, school to work transition, and special programming, the Rural Ed Act will help our nation's small rural and remote districts improve programming, facilities, and management of our educational resources and their efforts toward improving student achievement.

RESUME

KATHY ROHRER

ADMINISTRATOR, SCHOOL & AGENCY OPERATIONS
EDUCATIONAL SERVICE DISTRICT 112

(ESD 112 is a regional service agency of the state of Washington, linking school districts and state and community organizations)

PROFESSIONAL:

- **Administrator,** Agency & School Operations, ESD 112, July 1, 1993-
- **Business Services Manager,** ESD 112, March 1991-June 30, 1993
  Supervise internal accounting, operations, DP cooperative, insurance programs, special needs transportation, public information, business education partnerships, district fiscal support and state reporting activities
- **Acting Business Services Manager**, ESD 112, January-March 1991
  (See above)
- **Communications Supervisor,** ESD 112, 1987-1990
  Supervise all agency and district cooperative communications and community relations activities, grant and funding sources for business/education partnerships, and interagency and social service liaison activities; manage legislative monitoring and information services
- **Public Information Specialist Supervisor**, ESD 112, 1980-1987
  Supervise public information/communications staff, emergency school announcement, and six-county delivery service; developed business and civic group contacts and support groups for educational activities and financial support.
- **Information Specialist,** ESD 112, 1976-1980
  Wrote, photographed, edited, designed school and ESD newsletters, brochures, special interest publications; managed media and school promotional events.
- **Instructor,** journalism, Clark Community College 1969-76
- **Reporter,** The Columbian newspaper, 1964-69
  Education reporter, business beat reporter, wrote and edited annual Year in Review edition featuring business, governmental, and social service accomplishments.

ACADEMIC:

- Post-graduate study, French literature, Lewis and Clark College, 1965-66
- Washington State University, 1964, Bachelor of Arts general studies, journalism/political science/pre-law
- Additional workshops, seminars on communications, time management, supervisory skills, educational business law, electronic publishing, communications management, etc.

ACCOMPLISHMENTS:

- Educator of the Year, Portland Trail Blazers, April 1991
- Coordinator, Clark County Business/Education Partnership board of directors, setting direction and linking resources with schools and community, 1989-91
- Member planning/development team for Southwest Washington Child Care Consortium, an innovative community network of child care centers in three counties, 1989-91 Assisted with community fund-raising and grant writing activities.
- Presenter Washington and Oregon School Public Relations Association seminars, Association of Educational Service Agencies national convention, Washington Association of School Administrators
- Recipient federal Chapter 2 grants, 1990 and 1991, for Business/Education Resource Bank, computerized directory, materials for teacher, student, business linkages.

Mrs. UNSOELD. Very interesting.

In introducing Diane, I probably should have said that she on this panel is representing probably the most overworked, under-appreciated part of the educational process, and I believe that, in describing a school board member, it would be also a most unappreciated and underpaid member of the whole process.

Mr. Jim Fenstermaker is President of the Battle Ground School Board. It does not take much more to describe all that you have.

So, I will just turn it over to you, Jim.

Mr. FENSTERMAKER. Thank you, Madam Chairwoman, Representative English. It is both a privilege and an honor to address this group and express my ideas and concerns regarding the state of education and the issue of business and school partnerships. Five minutes of testimony is hardly a drop in the bucket of what I would like to say or could say.

I believe I sit in a very unique position. As an elected school board member, I have been charged by my community with ensuring that our children are gaining the necessary skills to compete in the 21st century. As a businessperson, having worked in high-technology industries, I understand the need for an increasingly sophisticated set of skills in disciplines that are highly dynamic and extremely broad-reaching. As a current employee of the school district, recently, I see definite links and similarities as well as differences between schools and the function of business.

As we have heard, schools cannot function in isolation. Just as businesses, they are dependent on suppliers, employees, and customers for information, for feedback, for raw materials, and for information about their competitive position. School systems need the same input.

As we are aware and as we have heard, there is a perception today that schools are not developing the needs of children to compete in the 21st century and are certainly not approaching the millennium with a vision of the needs of the student or of the job market, but is this really true?

As a member of a school board, I came to this particular job, if you will, with a vision as to what I wanted to do to ensure that students would have the necessary skills to survive and prosper in the age of technology. What I found in my district was a dedicated group of educators working hard to develop programs, classes, and partnerships. How is it working? I know that my children are challenged by topics in the sixth and seventh grades that I was not introduced to until I was in high school and perhaps even in college, and I certainly know that there are high school courses today that are passing on the same type of information that I had when I was in college. So, what is wrong with the system?

Well, obviously, the vast amount of knowledge or the vast amount of information has doubled and tripled and quadrupled. We are hearing—and it varies depending on who you talk to—that the amount of information available is doubling every five years or every two years or whatever. So, kids are getting more knowledge in school. It is just maybe that they are not directed at the proper type of knowledge, if you will, or the type of knowledge that business wants.

In the past, business had little or minimal involvement with the school system in a formal manner, as we have heard. The shift to a world economy with competition for jobs on a global basis has helped to provide the impetus for school/business partnerships with programs such as teacher training and student internships.

In the Battle Ground School District, we have seen numerous programs where partnering is working.

For example, our Center for Agricultural, Science, and Environmental Education, or CASEE, brings together our students with the agricultural and scientific communities on the same campus. It is a very, very dynamic program, and it is not just for kids in high school. We have kindergartners who go out to our CASEE project, work on projects and deal with the scientists who work there.

In addition, we have over 150 students placed in local businesses through cooperative education training sites and internship programs, programs similar to what Kathy was talking about.

We routinely utilize businessmen and women in career fairs, guest lectures, and mentoring activities.

Finally—and this is just some of the programs that we have going—we have had sponsorship from Hewlett-Packard—thanks, Buck—that is designed to develop a hands-on science program for K–6 students in conjunction with the National Science Resource Center.

However, we have to ask ourselves are these relationships sufficient? It is certainly true that the programs may result in the needed changes. I am, however, very, very concerned with equity in the programs, and we have heard this earlier. There is a real risk that there will be an increasing gap between the districts with numerous businesses and those that are more rural in nature.

Just for background, Battle Ground School District from here is only about five miles away, but it goes up about 25 or 30 more miles. From the standpoint of square mileage, we are, I believe, the second-largest school district in the State of Washington, encompassing about 330 square miles of land where we draw our students from.

Spreading the so-called wealth of opportunity is very, very critical, and you talked about the rewards and incentives. We need to be very, very creative, I believe, when we talk about those rewards and incentives for businesses to come up to areas like Battle Ground that are not in the Portland area or in the Beaverton area, where we have lots of high-tech and lots of money.

I believe that government must continue to play a role in the public education process, but again not total control. We must eliminate lots of the bureaucratic levels and make sure that the money that we have flows down to the local schools where the job can actually get done.

An article by Pete Dunlop in The Columbian dated May 13, 1993, was headlined by the words "We cannot balance government's books by spending less on our children's education."

In conjunction with this, partnering efforts between schools and businesses is a wonderful step to increasing the lines of communication and development of expectations between the educational community and the world of work.

Now is the time to be creative and visionary as we develop and refine the educational system and those partners that will allow us to meet the demands of the future and the needs of our customers.

As Albert Einstein stated, "The world we have created is a product of our thinking; it cannot be changed without changing our thinking."

[The prepared statement of Mr. Fenstermaker follows:]

STATEMENT OF JAMES E. FENSTERMAKER, PRESIDENT, BATTLE GROUND SCHOOL BOARD, VANCOUVER, WASHINGTON

Good afternoon. It is both a privilege and an honor to address this group and express my ideas and concerns regarding the state of education and the issue of business and school partnerships. Five minutes of testimony is hardly a drop in the bucket in what I could or would like to say.

I sit in a unique position. As an elected school board member, I have been charged by my community with ensuring that our children are gaining the necessary skills to compete in the 21st century. As a business person having worked in high-technology industries, I understand the need for an increasingly sophisticated set of skills in disciplines that are highly dynamic and extremely broad reaching. As a current employee of a school system, I see a definite link, similarities and differences between schools and the function of business.

Schools cannot function in isolation. Just as businesses today are dependent on their suppliers, employees, and customers for information, feedback, and competitive position (raw materials), school systems are faced with the same factors.

As we are aware, there is a perception that schools are not developing the skills of children to compete in the 21st century and are certainly not approaching the millennium with a vision of the needs of the student or the job market.

But, is this really true? As a member of a school board, I came to this "job" with a vision as to what I wanted to do to ensure that the students would have the necessary skills to survive and prosper in the age of technology. What I found, in my district, was a dedicated group of educators, working hard to develop those programs, classes, and partnerships. How is it working? I know that my children are challenged by topics in the sixth and seventh grades that I was not introduced to until high school and even college. Some high school programs offered are equal to collegiate programs I had not so many years ago.

In the past, business had little or minimal involvement with the school system in a formal manner. The shift to a world economy with competition for jobs on a global basis, has helped to provide the impetus for school/business partnerships with programs such as teacher training and student internships. In the Battle Ground School District, we have seen numerous programs where partnering is working. For example, our Center for Agricultural, Science, and Environmental Education, (CASEE for short) brings together students with agricultural, and scientific communities to a common campus. In addition, we have over 150 students placed in local businesses through cooperative education training sites and internship programs. We routinely utilize businessmen/women in career fairs, guest lectures, and mentoring activities. Finally, we have had sponsorship from Hewlett-Packard that is designed to develop a hands-on science program for K–6 students in conjunction with the National Science Resource Center.

However, are these relationships sufficient? It is certainly true that these programs may result in the needed changes. I am, however, concerned with equity in the programs. There is a real risk that an increasing gap will occur between districts with numerous businesses and those that are "rural" or have fewer businesses willing to cooperate. Spreading the so-called wealth of opportunity is critical.

I believe that government must continue to play the lead role in the public education process. An article by Pete Dunlop in *The Columbian* dated May 13, 1993, was headlined by words, "We cannot balance government's books by spending less on our children's education."

The partnering efforts between schools and business is a wonderful step to increasing the lines of communication and development of expectations between the educational community and the world of work. Now is the time to be creative and visionary as we develop and refine the educational system that will meet the demands of the future and the needs of our customers.

As Albert Einstein stated, "The world we have created is a product of our thinking; it cannot be changed without changing our thinking."

Mrs. UNSOELD. Thank you.

Karan, I will let you jump in first.

Ms. ENGLISH. Okay. Thank you. A lot of very interesting ideas, again.

One thing I have not heard very much about in any of the testimony today—and Jim, I think I will ask you to respond first, if you would. It appears to me that some of our most troubled areas deal with the very people in society which do not incorporate some of the expertise and the experience that we have been talking about today, for example, minorities and women. I am wondering how successful all of these very progressive concepts are, these wonderful programs—how are they helping those sectors of society become more valuable in the educational process? I do not know the demographics in this area, and it may not even be an issue, but I know that it is an issue in a lot of parts of this Nation.

How are these programs manifesting themselves in successes in those two demographic areas: women, who have not had, necessarily, a science or math or a business background, and minorities, who may come from Indian reservations or other areas where they have not had the economic opportunity. Could you talk to that a little bit?

Mr. FENSTERMAKER. I can talk a little bit about what is going on in the Battle Ground district, what we are doing from the standpoint of working with those segments of the community.

A year from now, I will have a much, much better idea, because the school district that I am working in as a business manager is more of a urban school district. It is a city school district that has minorities coming in, in the neighborhood of 18 to 20 different languages spoken by various students.

In Battle Ground, from the standpoint of our programs, we try to focus our business partnering programs and our additional education programs to a cross-cut of the school population. We are not necessarily dealing just with auto mechanics or with types of partnering relationships that are more in the male-dominated, if you will, range. We are dealing with such tasks as home economics, we are dealing with accounting firms, with law firms, where women and minorities are getting into these types of systems.

One of the things that we are doing in the district that I am currently working in, though—and this is a bit of a paradigm shift—is we are not looking strictly at today, we are not looking at how it was done in the past. We are saying, okay, let us go out to the future, and we are doing this to the entire population of the school. Look out to the future. How is the future going to look 25, 30, 35 years from now? What is the workforce going to be? What are the challenges going to be?

Then we are taking that vision back to the future, saying okay, here we are today, how do we need to get there? We know that we are going to have, number one, a lot more of today's minority populations, which in the future could become majority. We know we are going to have a lot of needs for differing skills and for a broad range of skills from both males and from females participating in the same type of work. So, how do we bend and how do we break the molds that we currently have today?

As I said, a year from now, I will probably be able to answer that with much, much more education and knowledge, as we work

through some of those systems, trying to interface with the future and then, again, bring that back and work with businesses, work with our school environment, our staff and our faculty in terms of how we can bridge that gap.

Ms. ENGLISH. Diane, can you respond to a similar type of question? Being a teacher, clearly you have seen firsthand what is perceived, at least at the congressional level, as an inequality in the educational opportunities for teachers perhaps starting in early childhood training. Do you see an emphasis for an equal opportunity for both men and women and minority populations in this trend toward technology in business and developing the necessary skills?

Ms. CHASE. In my experience, I do not see any difference. The students that come through our schools all are educated equally.

The main point I wanted to make from the research that I found was that when the student makes a commitment to learn and improve themselves—and it does not make any difference what direction they are going in—they all will achieve that.

In my classroom, I do not see any difference between the sexes or the colors or the religions, and there is not any. I am not aware of it, and our opportunities, all the way up to the high school, are not offered in any different way.

My husband teaches the higher mathematics classes and he teaches the lower mathematics classes at the high school, and it has nothing to do with the sex or the ethnic background.

Ms. ENGLISH. You have not found that women may not be as successful in the math and sciences?

Ms. CHASE. Absolutely not.

Ms. ENGLISH. I am absolutely amazed but very proud to hear that.

Ms. CHASE. Well, I really sincerely mean that.

Ms. ENGLISH. I am glad. There are just incredible diversities in a lot of regions in this country, and if this area has progressed to that level, you have a lot to be proud of. I mean it is wonderful.

Ms. CHASE. Well, I hope that I am not seeing things through rose-colored glasses, but in my husband's pre-calculus trigonometry class, which is the second-highest math class, if you took pictures of those kids, they are diversely dressed, diversely haired, and it does not make any difference. They are all excellent students, and it is simply their commitment to be a good student that got them there. It was not anything else.

In our lower classes, you would see the diversity of clothing, the diversity of hairstyles, the diversity of sexes and ethnic, and it all is a commitment to what they had made to getting the education.

So, I hope that I am giving you a true representation.

Ms. ENGLISH. Terry, is that the way you perceive it?

Ms. PARSLEY. I guess what I am seeing is not so much the minorities you are probably talking about, the skin color, but we have a tremendous influx of the immigrants into our country, and I guess one of the problems I would see is that, for our English-as-a-second-language students, what we have got there is a program that says that you can only keep them in the program for—I think it is two or three years maximum. Well, people do not gain a language that quickly, and so, we need to have that a little bit longer,

but I have not seen it either, and I have been teaching for a number of years.

Ms. CHASE. Speaking of the ESL, English-second-language students, I have in one of my algebra classes this year two twins from the Ukraine who speak zero English, just recently, in the last three weeks—they have been in school for three weeks—are able to say "yes." That is the only English language I have heard out of them, but they are able to do my algebra, and all I did was write a note, very clearly, that any word problems, you do not have to do, not because they should not eventually learn it but because I have to make the decision, is it worth the effort for them to translate and work on those problems for three hours in comparison to just adapting to our country? So, that is why I eliminated those.

The English-second-language develop very easily in our math classes. I have had probably two or more every year, and this year I have at least four in my classrooms, and I am not real concerned about the three-year situation, too, because it is kind of like when the teachers went into the business world. You just jump right in, and that is how you learn.

With the Russian math fostering, math power program that I am working with, I worried about those Ukrainian students, because there is a possibility of a background of Ukrainians being enemies, so to speak, with the Russians, and I went to speak to the ESL teacher at our school, and she says oh, no. She says those girls will do just as everyone else does, just like we do in America. They need to adapt to America.

If they came with a background that was different from ours, they are coming into America, and I see no difference in these girls than I see in anyone else sitting next to them.

Ms. ENGLISH. Kathy, I am so amazed at what I am hearing that I would like you to respond to the same thing.

Ms. ROHRER. Well, the State of Washington does not collect data by ethnic race, and our test scores do not reflect by grouping, ethnic grouping. I think the district people are much more in tune with what is actually going on.

From a regional basis, with all of our districts, we see a wide range of the Indian children in the Klickitat area to different ethnic groupings.

Vancouver and most of our major districts are really reviewing and providing multicultural educational opportunities that are looking at all of these elements that come in as we talk about at-risk factors in the Oregon areas with gangs and so on. They are addressing all of those social, cultural differences between groups of students, but they do approach the educational charge from a colorblind point of view and from a non-sexist point of view.

Every one of our districts has adopted a goal or a vision that every child can learn, and it is the charge and responsibility of us as educators to ensure the resources are there that we can encourage that goal in each child and family, and that is why the business/education partners are good, because they can provide some of these resources that we do not have available to us right now, but Diane is right.

I will be perfectly honest. I was terrible in math, but I ended up as a business manager of a regional agency overseeing a multi-million-dollar budget.

Now, did I do this because I had the mathematical skills when I was a child? If you looked at my grades, no way, Jose, but I did receive, through our public school system—and our children today, I think, do—the challenge and the ability to think and progress and change and gather facts and data and analyze that to a point where all of us are changing our professions on a regular basis, and to have that inner strength or ability to change is what we are looking at in our students today.

Ms. ENGLISH. Well, thank you. I am amazed and very proud to have been here to hear this testimony today. I think that you have overcome some of the fundamental problems that I see in my State—and clearly, there are some very vivid ones, both economic and racial diversity—I think there is a lot to be learned by the types of experiences you have shared, and I am anxious to try to incorporate some of these things at a congressional level. So, thank you very much for contributing to my learning experience.

Mrs. UNSOELD. I had mentioned, Karan, that Washington State was one of the early ones to adopt an equal rights amendment, and we did so rather painlessly, and that may be why we have the highest number of women in the State legislature, percentagewise, than any other State in the Nation.

We do have, I think, some problems with racial and ethnic discrimination in some communities in the State, and some schools are creating diversity programs to try to accommodate this, but I think the educational system has been pretty open to all who come and are ready to learn.

We are just about out of time, but I wanted to ask Kathy about the establishment of the Southwest Washington Child Care Consortium. Did it require any waiver of Federal regulations? Let's use that as an entre to any of you talking about some of that red tape that we might try to cut.

Ms. ROHRER. Well, we did not ask for any Federal waivers. We went ahead in our community with the project. We ended up going back to our State legislature because of an exception regarding authority of a regional agency to offer child-care services, but perhaps we were very naive, and maybe that is one of the things that characterizes southwest Washington.

We do not immediately see why you cannot do something. We start ahead and say let us try it and see if we can, and sometimes we get our fingers slapped, but at least we take the chance.

The Southwest Washington Child Care Consortium came about as request of this Business/Education Forum. The local school districts then stepped up and said that may not be our area, but we want to be a player in it, so how can we best come together? I think this is an excellent example that the Federal Government could look at in allowing programs to develop.

The school districts ended up donating land for a major corporation to site an affordable child-care center. They said we will give you a quarter-million dollars for a child-care center, but our employees tell us they want child care near their neighborhood schools, not on business or corporate grounds but near their neigh-

borhood schools, where the children can come in. We will site this and equip it with your local district's cooperation.

The districts provided the playground area. The business provided all of the entrancing and so on. The regional consortium then provided the staffing and the training, and then they went out and developed partnerships with the Department of Labor and industries for an apprenticeship program.

It saddens my heart that we pay the people who care for our children half as much as we pay for the people who collect our garbage. So, the program took as a goal to try and train and increase and upgrade the stature and status of child-care providers.

In addition, a partnership with our State employees' union also resulted in another grant for another child-care center in the Battle Ground School District. The State employees put up the funding for that center with guaranteed slots.

Shinizitsu also subsidizes to the tune of 25 percent their employees' child-care fees, and this receives no State moneys, no taxpayer dollars. DSHS will provide the subsidies, provide those low-income access to those.

Unfortunately, our percentage of low-income slots, from a financial and economic base—we have more demand for low-income people than we can accept, because you cannot charge, with the going market rate, employed workers more to subsidize.

We would love to see some form of subsidy for child care for those people trying to get out of the welfare system, and consequently, now they almost sacrifice when they do get a job for child care.

We would like to see some Federal recognition of methods in which there would be a more equitable way of ensuring that these people broke that cycle by getting into it.

We think that is wonderful. We have almost 1,000 kids now, all signed up, in 16 centers, and we work with districts and cater lunches in providing them with the U.S. Food Service Program, and it is a wonderful program.

Mrs. UNSOELD. Terry, did you want to add anything? You have not gotten to speak in this round of questions.

Ms. PARSLEY. I tend to be rather quiet.

What I wanted to do was talk a little bit about the Carl Perkins and just sort of echo what Representative Dorn and Tom Lopp said about the Carl Perkins funding and the lack of restrictions there. I think, basically, at this point, with us being last, we can sort of echo what has been said at this point.

I also would like to add that the Externship Program which Diane Chase participated in was funded by vocational funding. We at the school districts felt that it was important that our teachers, who have a tendency to go from classroom to classroom to classroom, that they have an experience to go out. So, we opened it up to all secondary educators, and it was nice to see that we had, I think, about 22 total educators that participated this summer. We only had eight last year, and so, it is heartening to see that so many educators are doing this, and it is fun to see their reactions and say wow, this is great, you know.

So many of us in vocational education, we have a background of work. We have to have at least two years in business to be able

to teach, and so, with having these other teachers have this experience, it is kind of fun. I really enjoy sharing those experiences with them.

Ms. CHASE. Let me add a little phrase: experience of work outside the classroom.

Ms. PARSLEY. Outside the classroom, yes. I do know it is a lot of work.

Ms. CHASE. You asked about funding. I have got to put my two cents in for all teachers.

I teach mathematics five periods a day, and usually, I have 160 students a year. My principal calls me a master teacher, and being a master teacher, it means that I have a lot of parents request to get me, and so, I let them go right up to that 160 mark, but that means I have classrooms of 35 students that I am trying to teach mathematics to. In my algebra class, these are students who are very likely to go on to higher mathematics, and so, I have the commitment to prepare them.

Well, I know for a fact that, even if I am a master teacher of 35 students, I know how much more I can get across to these students if I had 20 students in the class, and it would not be just algebra either. There is so much more that I could handle.

Fortunately, discipline is not much of a problem in my classroom, but when you eliminate one-third of the class load, you eliminate a lot more than one-third of any of your emotional, discipline, people problems, and you can get right down to the nitty-gritty of really relating the material you are trying to get across to the kids to the real world, and that is what this is all about, relating it to the real world.

So, there really needs to be an examination of—yes, education is important, and yes, we have all those grants, and yes, we have all those programs, but please, put some commitment into reducing class loads.

Mrs. UNSOELD. Go ahead.

Ms. ENGLISH. Diane, that brings up a point that I thought about earlier when you were speaking today—the experience of going out to business and seeing what it is like and hearing what their needs are. You talked a little bit about one gentleman saying he needed somebody that knew math, and in reality, he needed somebody that knew calculus, if I understood your comment.

Would it not be just as beneficial to have some businesspeople come in and see the classroom. Would it not be helpful for them to say my gosh, there are 35 kids in this class, or it is different than when we went to school. I mean it is real different from when I went to school, and these are businesspeople that really need to understand how different it is to help you understand how to be teaching real stuff, real meat. I mean would a program not be just as beneficial the other way, getting businesspeople into the classroom?

Ms. CHASE. Exactly. What we have now are people who are brought in on a yearly or twice-yearly basis who meander through my classroom, because the principle often comes to my classroom, and you know, they walk in, they are there for five minutes and they leave, just like we do in the business world.

Also, we have had guest speakers come, but what they really need to do is bring in a non-educator into the classroom for more than one hour or one day to really know what it is like to handle a classroom-management situation where you have a change of pace every day, where you are committed to teach a certain amount of material, because you have that responsibility, and yet, there is so much more involved.

Anytime I have had someone who spoke all day, at the end of the day they were so beat that they could not move, they could not move, and this is what I do every day with 160 students.

Mr. FENSTERMAKER. I think I can kind of respond to her comments, too, because back in 1985, my first exposure, if you will, to the schools since I was in school was working through the Junior Achievement Project business and applied economics programs.

What I thought I was getting myself into was far different than what I actually found myself getting into. One of the things that was quite frustrating to me was to go into a classroom and to be waiting while the class got themselves settled for 5 minutes, 10 minutes, and sometimes 15 minutes.

I had a certain set of topics I wanted to discuss during this period of time, and I found that I could not cover all the material because of the administrative activities, and that, to me, was just a bit frustrating.

That was also one of my reasons for getting on the board, to effect some change in this area, and coming from industry into a school board position, you have a lot of idealism from the standpoint of how you think it should be, what you can do, how you can effect change. It is interesting how slow change is in coming.

If, in the high-tech industries, I believe, we were as slow as change is, from what I have seen, in schools—and I am talking about change in basic philosophies—the high-tech would not be there, and maybe that is some of the problem, where we are seeing high-tech going over to Japan, over to the Middle East.

One of the things that I see, though, is that the—in what was said earlier—the Washington reform initiative. That, to me, is very exciting, because it puts the impetus right back on the local school districts to effect the changes.

Where we could not effect changes in the past because of the rules from either the State or from the Feds, it seems to me like we have a lot more leeway now that we can make the changes that we need to make and incorporate business tools like total quality management, being very, very involved in marketing.

One of the things that I have seen that I have been impressing on our administration and on the board, the rest of the board, is we have to market our system. Right now, people are voting out of anger and not out of understanding.

What we need to do is we need to market our system, market what we are doing, and we need to ask the patrons of our districts, ask businesses what can we do better. If we can do that, then we can have a school system that is right on top of the world again.

Ms. CHASE. I just want to respond to that.

We have 200 businesspeople here who have volunteered to do exactly that. Their numbers have grown. Our problem is now the demand from the schools for these people to come into the system is

more than corporate Vancouver and southwest Washington can really handle. That is our challenge, in how to marry these needs and resources together.

We have businesses who have hired full-time school liaison individuals. They are putting their corporate dollars up to the tune of $50,000 to have an individual available to go out and speak with schools.

Our Bonneville Power Administration sends out people who adopt a school. The Chamber of Commerce here in Vancouver has developed a system by which every school will be adopted with a liaison businessman.

We are very, very proud of our southwest Washington business community, because the have stepped up to the point of way beyond expectations to make themselves available to come in and partner with our schools. So, they are doing that.

Mrs. UNSOELD. Very good. As part of that marketing and getting those members of the business community into the classroom to see what it is like to have 35 students, there is another reason to do it. They can turn around and speak to the community at large in a much more credible fashion than those of us who are considered do-gooders or whatever, who are considered having a vested interest in it and therefore are prejudiced. So, that kind of a partnership to market, I think, is also very important.

Unfortunately, we have to wind this up. This has been tremendously exciting, exactly what I had hoped for. We have gotten lots of ideas, and I hope it has been useful to all who have been panelists today.

This is the third hearing I have had in the education committee, the first time that a member of the committee was able to stay throughout the whole meeting and did not have to go catch a plane. I thank you very, very much, Karan, and look forward to being with you in Arizona soon.

I want to thank everyone who has been associated with this, particularly the staff that have made it possible.

You have all obviously given us a great deal to think about and work on.

We are going to stay in touch. The record remains open, anybody who wants to submit something in writing or ideas for specific red tape that we could cut, and again, just accept my thanks.

Again, I will say, you have two weeks to get your additional comments in, and the subcommittee is adjourned.

[Whereupon, at 4:15 p.m., the subcommittee was adjourned.]

[Additional material submitted for the record follows.]

STATEMENT OF ROBERT R. LARIMER JR., STATE EXECUTIVE DIRECTOR, CITIZEN'S ALLIANCE OF WASHINGTON

Madam Chairwoman and members of the committee:

My name is Robert R. Larimer Jr. My title is State Executive Director of the Citizen's Alliance of Washington. I am also a parent and taxpayer in the Vancouver School District.

Like many other parents around the State I am deeply concerned about the continuing decline of public education. I have observed that as "new" programs have been brought into school districts, parents and taxpayers have been facilitated into accepting them only to discover that no documentable improvements have occurred.

The reason these programs have failed is that there is really nothing new about them. Evolving buzzwords such as "information age," "global," "outcome based," and "diversity" do nothing to mask the fact that current prescriptions for our ailing and noncompetitive education system are decades old and have proven ineffective where applied.

The book *"Schooling for a Global Age"* (McGraw-Hill, 1970, James Becker, editor), for example, refers to business-education partnership, global studies, affective education, technical preparation, early childhood education and other ideas which are currently being introduced as effective "changes" which need to be made.

Hours of community involvement have been wasted in coming up with different labels for existing concepts. There are few school district patrons who are not aware that schools already employ building-based management, or that districts by law operate on the principle that the proper hierarchy in descending order is from parents and taxpayers to school boards, to superintendents, to principals and teachers (top down management).

While public education has busied itself with giving students "thinking skills" and helping them to "access information," it has continued to ignore the unglamorous fact that subjects such as history, science, geography, reading, writing, mathematics, economics and other basic material cannot be eliminated or replaced without serious consequences.

How can any student be expected to access information, comprehend it and accomplish anything useful with it if he or she has experienced only perfunctory training in the above essential building blocks of education? It is past time to admit that the reason American students trail behind those of other developed nations is that for the sake of trendy affective theories, they have been robbed of the essential elements of a good education.

Voters around the Nation are displaying an increasing tendency to ignore politically correct educational rhetoric and—as in the New York "Children of the Rainbow" fiasco—are showing a willingness to confront educational "experts" who try to force educationally unsound materials on children. High-risk behavior such as the homosexual lifestyle has no business being presented to children by the State education system. The patrons of New York City school districts knew this. Now Joseph Fernandez knows it too.

I respectfully urge all subcommittee members to realize that they and education leaders do not need to "help change public opinion so teachers can be freed up to be creative." We have all witnessed the dismal results of experimentation on the youth of our Nation. For as long as government and education leaders continue to show hostility toward traditional American values and continue to ignore the importance of a thorough grounding in educational basics for children, our system of education will continue to fail and parents and taxpayers will adopt alternatives such as tuition vouchers for choice in education.

STATEMENT OF DR. JILL L. CARPENTER, RESOURCE COORDINATOR FOR VOCATIONAL EDUCATION, VANCOUVER SCHOOL DISTRICT, VANCOUVER, WASHINGTON

Students need a strong alternative to the college-bound track by entering into a youth apprenticeship which reinforces their academic achievement in school, leads to employment, and continued education and training beyond high school.

To get us there we need to help middle school students become aware of their career interests and the world of work, help them make a smooth transition into high school, and guide them into one of six career paths by the time they complete the tenth grade. We also need to establish a system of performance-based applied academics that will support the six career paths and collaborative learning situations in which both schools and employers provide instruction that is relevant and responsive to the performance criteria within each career path.

"Seventy-five percent of the jobs in the United States do not require a four-year college education. Most of these are good jobs with career potential. But, employers complain that the students coming out of high school and community colleges these days are not prepared to enter the workforce. Young people counter that employers won't give them a chance. They do find work, but they are usually confined to low-paying jobs. Businesses that can offer jobs with career potential prefer to wait until these young workers have acquired the maturity and appropriate work attitudes of a seasoned employee. In the present situation, both employers and young people suffer. There simply is no mechanism for linking these young people to employers. **Sadly, what is most notable about this country's effort to smooth the transition from school to work, is the glaring absence of effort.**" (Real Jobs For Real People, by the National Alliance of Business.)

Vancouver School District and the surrounding school districts in Clark County are ready to make the effort. For the past four years Battle Ground School District, Evergreen School District, Vancouver School District, the Skills Center, and Clark College have been working toward a common vision for transitioning students from school to work. Our overall vision is to create a coordinated school-to-work transition system in Clark County of which a strong component will be the development of *youth apprenticeships*.

A number of independent activities within each district have now collapsed into a coordinated effort, knowing that the more we work together and communicate amongst each other the easier it is to communicate a common vision for creating school-to-work programs with SW Washington employers. Many coordinated efforts are in progress through district support and Federal funding. Yet, in order to progress toward our vision the following barriers stand in our way:

- Tech Prep Funding: Tech Prep may be a good idea, but it will never happen if postsecondary teachers do not feel there is a mandate attached to it. There should be a Federal requirement that if any postsecondary institution offers vocational-technical programs, the instructors should be required to coordinate all curriculum and instruction with the feeder secondary programs, businesses in the surrounding area, and neighboring technical schools. Presently, there is no such mandate.
- Carl Perkins Funding: Remove the requirement that ties all funded activities to special populations. These funds should be for all students focusing on career guidance. the integration of academic and vocational curriculum, and a definite push toward school-to-work transitioning.
- Incentives For Businesses: Tax relief for businesses involved with school-to-work programs.
- Equipment Needs: Vancouver School District has a $450,000 need just to keep up with the latest technology to train students enrolled in the vocational-technical programs. There should be special funding set aside for vocational-technical equipment. As businesses purchase new equipment to keep up with production, et cetera, they should receive a tax incentive to purchase new equipment or donate funds for new equipment to public schools that train future employees for that related vocational-technical career area.
- Special Funding—Chapter 1: Focus all Federal Chapter 1 funding toward accelerated learning, not remediation or pulling students out of class. This lowers a student's self-image more than you will ever know. (I was personally in such a pull-out program in fourth grade for reading. I felt like a real dummy and the other kids teased me. The program did not help me, but my mother got me hooked on these simple romance paperback books over the summers. I now have my Ph.D. and I still love to read those same romance novels.) Children need help in finding out what their learning style is and their special form of intelligence. Seventy-five percent of all learners are hands-on learners. Focus these precious dollars on retraining teachers to work with young children.
- Year Round Schooling: The Federal Government is going to have to help school districts deal with overcrowded classrooms and an increased student population. We need to be more creative in the use of our current facilities and the time of year we offer attendance. Funding to experiment with this is needed.
- Classrooms Beyond High School: Learning should be allowed to take place in the natural forest, at the ocean, in businesses, hospitals, et cetera. The biggest barrier to offering this "real time learning" is the issue of transporting students. There are too many regulations regarding the transportation of high school-aged students. Even if a business was interested in having a classroom at their site, it would be too difficult to transport students there and the funding is very minimal. There should be an incentive for businesses to assist in funding the transportation of students, and the State and Federal regulations for using vans should be less restrictive.

• Applied Academics: The Federal Government needs to come out with new national standards for our high schools. English teachers are still teaching a literature based curriculum and science teachers are still teaching biology, chemistry, and earth science in isolation to health, the environment, and related technological discoveries. We need to throw out the academic curriculum that we received in the 1950s! All students should be required to learn how to write technically and learn how to use and access information. The science courses should focus on a student's career interest, i.e., physical science for engineering careers, human anatomy and physiology for medical related careers, et cetera.

• Career Guidance: Funding for career guidance grades 6–12 is needed if a strong alternative to the college-bound track is going to occur. Parents, teachers, and students need to be educated on a large scale. The Federal Government can help by funding local efforts for informing patrons, parents, et cetera. The image of "vocational education" is still seen as a program for non-college bound, low-income students. Parents do not realize the limited future of sending their child to college without a technical background that will help him or her become employable. This needs to be changed!

Students need a strong alternative to the college-bound track by entering into a youth apprenticeship which reinforces their academic achievement in school, leads to employment, and continued education and training beyond high school. SW Washington is ready to offer this alternative, but we just need help in removing the above barriers.

SUMMARY BY DIANE CHASE AND DAVID COFFEY, EVERGREEN SCHOOL DISTRICT #114 AND EDUCATIONAL SERVICE DISTRICT #112/YOUTH EMPLOYMENT SERVICE

Often, as parents, educators, and administrators, we wonder how we can better prepare our youth for success in the pursuit and maintenance of meaningful employment. Traditionally, teachers and parents have determined the skills that students require to be considered prepared for "the real world." In continuing the attempt to determine the competencies needed by prospective employees, the Youth Employment Program of Washington State in Clark County became interested in discovering what skills and qualities "the business world" wanted its employees to demonstrate. To accomplish this goal, the Youth Employment Program, the Educational Service District #112, and the Evergreen School District #114 (under the Summer Externship Program) funded "The Education-to-Work Project." Interviews were arranged with representatives of several local businesses. This article will summarize the interviewees' input in terms of what they believe schools and parents should emphasize to youth for success in chosen careers.

Six main areas of competency were identified, in general, by all of the interviewed organizations. Although business participants recognize that they cannot expect educators "to produce the workforce needed" without parental support, the message must be directed to all concerned to continue emphasizing the following important concepts.

• *Work ethic* is considered the primary quality sought after by employers. Prospective employees must realize that employers want workers who are committed to the company and willing to exceed company expectations. Employees who exhibit initiative, reliability, and who are self-directed are considered assets. The employer is dependent upon accuracy, meeting deadlines, and individual accountability. The employee needs to be adaptable and flexible to the needs of each situation, yet able to conform to the expectations of the company. Poor attendance and lack of punctuality cause serious morale problems within the organization. "What's in it for me?" is not in the vocabulary of a valued employee.

• *Character history* is an important facet in determining whether a person will be an asset to the company. Employers value successful work experience. They review educational records: college degrees, high school diploma and classes taken. General Educational Development (GED) scores, and attendance records. Occasionally, human resources managers check driving records, criminal records, and arrange for drug tests.

• *People to people skills*, expected by employers, are practiced by employees who value their co-workers and company clients. Polite and well-mannered workers are essential for "good business." A comfortable workplace is one in which the "team player" philosophy is reflected through emphasis on group process, It is important for job applicants to understand that employee appearance and dress standards are based on the expectations of clients and employers.

• *Thinking skills* are so important that employers believe their mastery by employees is crucial. The ability to follow directions, effectively manage time, and organize well creates productivity during the workday. Employers want workers to problem-solve and make decisions "on their feet."

• *Communication skills* cover a broad spectrum of topics. Prospective employees must fill out applications accurately, neatly, and completely. Resumes reflect the applicant's attention to detail. Applications and resumes give the first impression of an applicant and are most often used as screening tools. Taking the time to prepare these documents in a professional manner almost always helps interviewees "get their foot in the door." Applicants must also realize that good interview skills are essential for securing employment.

Most business organizations use materials that range between the eighth and eleventh grade reading level. Workers are expected to be able to read and comprehend these materials as well as produce like documents. Because all businesses encourage or expect the ongoing education of their employees, the lack of effective reading skills may ultimately hamper attainment of employee and company goals.

Most employees find that writing capably and legibly is an integral part of their workday. Being able to compose complete sentences and paragraphs using appropriate vocabulary, spelling, construction, and mechanics is a vital part of the job. Computer familiarity and keyboard proficiency are considered by employers to be fundamental skills.

Oral communication skills, both verbal and listening, are basic in most jobs. Employers seek employees who demonstrate abilities to articulate to others thoroughly and concisely in person or on the telephone. People who can, through clarification, listen and understand clearly what is being said are looked upon as valued employees.

• *Mathematical skills* are contingent to almost every occupation. Employers need people who are able to perform higher mathematical skills in addition to basic mathematical skills. The attention to accuracy is emphasized by employers repeatedly. Even though the calculator is used regularly in computation, the employee should have an understanding of what the correct outcome ought to be. Because all businesses use computers to perform daily transactions, the typical employee should be computer literate. Many jobs require the use of spreadsheets on computers, therefore the understanding of Algebra 1–2 is essential to their use. If employees are required to use specific higher mathematical skills, including computer programming, then the employer expects them to have acquired the appropriate educational background. More and more, the business world reports the increased use of higher mathematics in the common workplace.

Employers believe that developing and practicing all of the above skills and attributes is likely to result in effective, productive, and highly valued employees. With the limited number of jobs available and the large numbers of people applying for them, it is vital that youth, parents, and educators realize the importance of the work ethic, character history, people to people skills, thinking skills, communication skills, and mathematical skills. It is clear that, based on the interviews conducted, these skills are the basic ingredients required to be successful in today's world of work.

ACKNOWLEDGEMENTS

E.S.D. #112: Marge Coy, Sharon Eastman, Denise McNeal, Kathy Roher, Patti Romines, Jada Rupley, Chris Russey, and Malcolm Simper.

Clark Public Utilities: Jan Gourlie, Harry Harlow, Richard Hays, Roger Kainu, George Laing, Janet Oster, Judy Stanton, Fletcher Torrey, Rhonda Warwick, Jerry Watkins, Rose Wiley, and Gary Winters.

Columbia River Economic Development Council: Marilyn Willis.

Creative Impressions: Chad Hamberg, Debi Neuhalfen, Lynn Hough, and Pam Wolle.

Frito-Lay, Inc.: Patti Brintnall, Dave Brown, Dave Crider, Laureen Dunning, Ken Edwards, Cindy Enlow, Greg Kappler, Sharon Kulish-Bayles, Roger Lorenz, Randy Lounsbury, Tim Meyer, Roger Oliver, and Debbie Wilson.

Northwest Natural Gas Co.: Paul Corso.

Metro Electrical Training Trust: Kenneth Fry.

Washington State Department of Transportation: Gene Beardsly, Jeff Katzer, Rich Laing, Jim McClellan, Keith Molyneux, and Chuck Ruhsenberger.
Parr Lumber Co.: Merv Best.
U.S. Bank of Washington: Karen Hedberg and Jo-Netta Fox.

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ISBN 0-16-044155-2